Northlands
College

ANNUAL REPORT

2008-09

MISSION

The Mission of Northlands College is to provide quality education and training programs that will meet the development and employment needs of Northerners, enhance social and economic development, and prepare Northerners to participate in the labour market.

PHILOSOPHY

Northlands College believes that:

- Learning is a life-long process and there is potential for all individuals to grow and to change at all stages of their lives.
- Northern residents should have opportunities for personal growth, and for participation in the social and economic development of the Province, particularly the North.
- Adults have rights and responsibilities for their own education: what to learn; how to learn; when to learn; where to learn.
- Adult training and education improves the quality of life by enhancing employability, increasing educational levels, and providing opportunities for enhanced personal and professional development.
- Adult training and education develops healthy communities as well as healthy individuals.
- Adult training and education agencies should be accessible, accountable, and responsive to the communities served.
- A co-operative, collaborative approach among agencies involved with education and services will increase efficiency and effectiveness and enhance benefits for all.
- Collaboration and partnerships with business and industry increases quantity and quality of training opportunities, maximizes available resources, enhances skill transfer and improves opportunities for employment.

PRINCIPLES

Northlands College adheres to the following guiding principles:

- **Accessibility:** Increase access to a broad range of programs and services by focusing on improved extension and decentralization of programs and services, expanded partnerships, program development, use of technology, collaboration, coordination and enhanced counselling support.
- **Responsiveness, Relevance and Community Involvement:** Promote responsiveness to the needs of the North through the development of effective partnerships with local and aboriginal governments, funding agencies, business and industry, K-12 school systems, and other stakeholders in the planning and development of relevant training, education and career opportunities.
- **Quality:** Maintain and enhance the quality of adult training and education in order to improve the quality of life, to ensure portability of skills and to better position northerners to compete in the labour market.
- **Accountability:** Improve accountability to the public for use of resources and achievement of outcomes in College programs and services.
- **Optimizing Resources:** Optimize the use of available resources in order to maximize opportunities for learners.
- **Mobility:** Provide education and training which enables learners to achieve upward and lateral mobility between provincial programs and institutions and within the national and international context.
- **Equity:** Adopt inclusive approaches to achieve equitable opportunity and success.
- **Public Image:** Enhance the College's profile and reputation through the promotion of College programs, services and achievements.

TABLE OF CONTENTS

Letter of Transmittal	3
Board Report	4
Governance	5
Chief Executive Officer Report	6
Programs and Services Summary	8
Goals	10
Performance Measures	16
Tables and Charts	
Comprehensive Enrollment by Program Groups	19
Equity Participation Enrollments	24
Student Success by Program Groups	25
Equity Participation Completers & Graduates	26
Workbased Training	27
Human Resources	
Employment Equity	28
College Staff	29
Comparison of Stated Financial Objectives and Performance	31
Use of Reserve Funds in College Operations	32
Financial Statements	33
Appendix A	49
Northlands College Student Statistics 2009	
Glossary of Terms	57

LETTER OF TRANSMITTAL

December 10, 2009

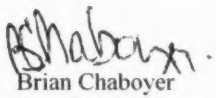
Honourable Rob Norris
Minister of Advanced Education, Employment and Labour
Room 208 Legislative Building
2405 Legislative Drive
Regina, Saskatchewan
S4S 0B3

Dear Minister Norris:

On behalf of the Board and in accordance with the regulations under the Regional Colleges Act of the Province of Saskatchewan, I am pleased to submit the Annual Report of Northlands College for the fiscal year ended June 30, 2009.

We remain,

Respectfully yours,



Brian Chaboyer
Board Chairperson

BOARD REPORT

Brian Chaboyer, Board Chair

The Annual Report illustrates the extent to which the College has achieved its goals, objectives and targets for the reporting year and the progress made in relation to the overall strategic plan. Most of what the College is able to accomplish is dependent on a broad range of partnerships and inter-relationships with industry, community, agency and government stakeholders. I am pleased to report that the partnership base remains strong and contributed to the College's ability to accomplish what it set out to do in 2008-09. The Board commends the staff and thanks the partners for their joint efforts in ensuring that Northlands continues to provide programs and services that meet the real needs of northern Saskatchewan.

The Board held eight regular meetings, an annual general meeting, and a special meeting during the 2008-09 fiscal year. In addition to the board meetings, the Board attended various functions including scholarship awards, graduation ceremonies, college anniversary events, staff in-service, program planning consultations, and participated through appointed representation on the Scholarship Committee and Policy Council. The Board also undertook regular policy review and development as well as board and CEO evaluation

In terms of board development, the Board participated in the Board of Governors Leadership Series sponsored by Advanced Education, Employment and Labour and conducted an annual evaluation of board performance. In addition, four members attended the Association of Canadian Community Colleges annual conference in Charlottetown.

The Board had three vacant positions in 2008-09, two of which were vacancies from 2007-08. A new board chair, Brian Chaboyer, was appointed October, 2008 replacing Sandy Rediron whose term had expired.

The Board committed approximately $575,000 of restricted financial reserves for the following purposes:

- Carpentry program – Deschambault
- Developmental Studies 3 – Pinehouse
- Heavy Equipment Simulator Training – Cumberland House
- Camp Services (Gary Tinker Federation) – La Loche
- Evening program for single mothers – La Loche
- Literacy – northern-wide
- On-line level 30 chemistry/biology
- Support for Northern Health Strategy
- Set up of portable classrooms – Creighton and La Ronge
- Renovation of La Loche house
- Support for Gary Tinker Federation
- Literacy Level 1 curriculum development
- Staff TEL training
- Kitchen equipment replacement – BNTC
- IT equipment replacement

A top priority of the board has been the establishment of a regional training centre for the Athabasca Region, the only region in the province without access to a post-secondary facility. A facility feasibility study, funded by Advanced Education, Employment and Labour, was undertaken in collaboration with the Athabasca communities and industry. A steering committee was established with representation from the seven Athabasca communities, Cameco and Areva. Rosten Bergsma Business Solution was contracted to undertake the study and provide a final report. The report was completed and endorsed by the committee in May, 2009. The Board endorsed the recommended option of the purchase and renovation of a local warehouse and 22 person camp. An application for funding was submitted to Western Diversification under the Community Adjustment Fund

The Board of Northlands College is committed to maximizing the college's contribution to the socio-economic development of northern Saskatchewan. Partnership development, northern stakeholder involvement, training linked to employment and capacity building remain the cornerstones of that commitment.

GOVERNANCE

Board of Directors

Sandy Rediron
Beauval
Chairperson to October 9, 2008
Vacant since

Brian Chaboyer
Cumberland House
Chairperson Effective October 9, 2009

Brenda Janvier
La Loche

Terrance Iron
Ile a la Crosse

Loretta Morin
Buffalo Narrows

Wayne Elliott
Denare Beach

Pam Mirasty
La Ronge

Vacant
Athabasca Region

Vacant
Pelican Narrows

Meeting Dates

September 2, 2008
(Conference Call)

September 16, 2008

October 16, 2008

November 20, 2008

December 18, 2008

February 19, 2009

April 16, 2009

May 21, 2009

June 17, 2009
(Annual Meeting)

June 18, 2009

Board Committees

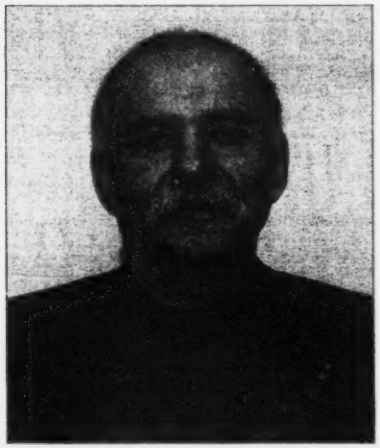
Executive Committee (includes personnel & audit functions)
Sandy Rediron – Chairperson to October 9, 2009
Brian Chaboyer – Chairperson effective October 9, 2009
Wayne Elliott – Vice Chairperson
Loretta Morin – Member-at-Large

ASRC Representative
Sandy Rediron to October 9, 2009
Brian Chaboyer effective October 9, 2009

Scholarship Committee Representative
Brian Chaboyer

Policy Council Representatives
Loretta Morin
Brenda Janvier

CHIEF EXECUTIVE OFFICER REPORT



Bill McLaughlin, CEO

Labour market development remains the primary emphasis of the College's efforts in serving the education and training needs of northern Saskatchewan. Northlands has taken a sectorial approach to training with partnership based strategies in place in mining, oil and gas and another one underway in the health sector.

The Multi-Party Training Plan in the mineral sector has been in existence since 1993 and renewed in five year phases. The third five-year phase was completed in 2008. A summative evaluation was completed and formed the basis of MPTP IV 2009-2014. The new agreement shifts the emphasis more to professional training while maintaining the basic foundation of previous agreements. The primary objectives of MPTP IV are:

- To educate, train and support northerners to be prepared to take advantage of current and future opportunities for employment in the northern mineral sector and in the development of related enterprises.
- To increase northern participation in professional career positions in the northern mining industry.
- To support the establishment of a core of northern career environmental professionals.
- To explore the portability of educational credits between technical and professional level programs as a way to enhance students' upward mobility in their careers.
- To foster the development of northern business to take advantage of potential opportunities to provide goods and services to the northern mineral sector.
- To facilitate, with education stakeholders, the development of a strategy to improve the achievement levels of northern high school students.

Northlands College is involved in a collaborative partnership with the provincial and First Nations health authorities in northern Saskatchewan. The purpose of the partnership is threefold:

- to ensure that northern people receive the education, training and access to employment required to pursue careers in the northern health sector;
- to maximize the opportunities for employment of northern people in the health sector;
- to build capacity of the northern health sector to strengthen health and well-being of northerners.

In addition to the northern health authorities, Northlands College and the Northern Health Strategy, the partnership includes the Prince Albert Grand Council, Meadow Lake Tribal Council, Woodland Cree, Saskatchewan Indian Institute of Technology, Gabriel Dumont Institute Training & Employment, Dumont Technical Institute, provincial government through Saskatchewan Health and AEEL, and the federal government through First Nations and Inuit Health, Indian and Northern Affairs Canada, Services Canada, and Public Health Agency of Canada. The partnership is operationalized by a subcommittee of the Northern Labour Market Committee consisting of the aforementioned agencies, co-chaired by Northlands College and the Northern Health Strategy. The primary mandate of the subcommittee is to develop and implement a long-term training strategy to train northerners for a broad range of occupations in the northern health sector.

The Northern Health Sector Training Subcommittee accomplished the following in 2008-09:

- Delivery of health career access programs in all college regions.
- Completion of LPN distance delivered pilot in partnership with Peter Ballantyne Cree Nation, Northern Inter-Tribal Health Authority, Northlands College and SIAST.
- Hosted a stakeholder gathering in Prince Albert in September, 2008. The primary recommendation of that conference was for the subcommittee to proceed with the development of a multi-party human resource development strategy based on community development principles and northern values and culture.
- Presentations regarding the strategy were made to the Federal Council and the provincial ministries of Health, Advanced

Education, Employment and Labour, and First Nations Metis Relations

- Subcommittee membership was expanded to include NORTEP, First Nations University of Canada, and Indigenous Peoples Health Research Centre.
- Secured $500,000 in funding commitments from Saskatchewan Health, Health Canada, First Nations Metis Relations, and Saskatchewan Academic Health Sciences Network for key deliverables in 2009-10.

Northern Career Quest (NCQ) is an Aboriginal Skills and Employment Partnership (ASEP) project intended to train approximately 1400 Aboriginal students for a minimum of 750 jobs. The project provides $33M over a four year period, cost-shared by the federal government, provincial government and industry, to implement a training strategy directed at employment in the mining and oil sectors in northern Saskatchewan. NCQ is governed by a non-profit board chaired by Cameco Vice-President Gary Merasty and includes Shore Gold, Areva, Kitsaki Management Limited Partnership, Oil Sands Quest, Prince Albert Grand Council, Meadow Lake Tribal Council, Gabriel Dumont Institute Training & Employment, Saskatchewan Indian Institute of Technology and Northlands College. Northlands College CEO also chairs the NCQ Education and Training Subcommittee of the board. During 2008-09, 24 programs (20 skill training/4 ABE) took place in various communities in northern Saskatchewan. The training activity resulted in NCQ surpassing its target of 200 jobs in the first full year of the project.

In general, program and enrollment levels in 2008-09 were marginally below the previous year. However, student FLEs dropped significantly primarily due to the payment of residential school settlements and consequent impact on student drop-out rates. Northlands continues to be reliant on program partnerships with 47% of all program revenue coming from a wide range of partner agencies.

The following tables provide a comparative overview of programming and student enrollment levels.

Table 1
Comparative Program Activity Levels

	2007-2008		2008-2009	
	Programs	**Enrollment**	**Programs**	**Enrollment**
Skills Credit	61	600	48	537
Skills Non-Credit	13	129	11	102
Adult Basic Education Credit	14	348	17	308
Adult Basic Education Non-Credit	26	420	27	377
University	3	71	4	89
Total	**117**	**1568**	**107**	**1413**

Table 2
Student Completion Rates

Year	# of Programs	Enrollment	Completion Rate
2004-2005	134	1806	79%
2005-2006	127	1919	81%
2006-2007	166	2304	80%
2007-2008	117	1568	72%
2008-2009	**107**	**1413**	**77%**

PROGRAMS & SERVICES SUMMARY

OVERVIEW

Program activity and enrollment levels decreased in 2008-09 compared to the previous year. The 2008-09 Business Plan projected a higher than usual enrollment of 1858 students and 1608 FLEs. This projection was based on the initiative of the Aboriginal Skills Employment Partnership, Northern Career Quest (NCQ) project and anticipated programming levels based on the preliminary NCQ program plan. The actual outcome for the year as illustrated in Table 3 was substantially below the projection. With the downturn in the economy, Northern Career Quest readjusted their program plan shifting from a pre-determined list of training programs to a industry-based call for proposal process. This resulted in an enrollment reduction of approximately 400 students and 600 FLE's.

Four major issues are of note this year. The college was affected by the down turn in the economy in particular in the area of quick entry programs like exploration and safety training. Recruitment of instructors, in particular for skill training, has been a challenge and, in some cases, resulted in programs being cancelled. The release of the residential school funds impacted recruitment and retention in programs. The final issue was the ability of students in La Ronge and Creighton to find accommodation and/or affordable accommodation.

The tradition of partnership, collaboration and networking is well established in the north; the Northern Labour Market Committee and sub-committees provides Northlands College unique opportunities to meet the needs of northerners and the local economy. Partnership with Northern Career Quest resulted in ten programs with 120 seats and a contribution of $801, 586. The Northern Development fund partnership resulted in five programs sponsoring 99 seats for an estimated $889,394.

OUTCOMES

Adult Basic Education
Forty-four Adult Basic Education programs were delivered in sixteen communities and three mine sites (appendix A) totalling 685 enrollments (table 4). Analysis of the Adult Basic Education statistics reveals that 65% of participants completed or graduated from ABE programs with 92% of participants declaring to be of Aboriginal ancestry. The number of programs between credit and non-credit programs fluctuates year-to-year. The College does not have the financial resources to offer all programs in every community therefore, the delivery of programs may follow a rotation of Developmental Studies Phases 1, 2, and 3, and Adult 12 in communities without a main campus.

Adult Basic Education **Credit** program enrollments totalled 308 participants (table 4), with 126 completing and another 62 graduating (table 6). Of those students who were contacted for follow-up 16 proceeded to employment and 90 went on to further training (table 6).

In 27 Adult Basic Education **Non-Credit** programs, (includes literacy) enrollment totalled 377 (table 4) with 256 participants completing (table 6). Follow-up results (not including literacy of 140) of contacted students showed that 18 had gained employment and 36 proceeded on to further training (table 6).

Key initiatives in Adult Basic Education and Literacy include five programs funded by ABE- on reserve. Partnership increased with Northern Lights School Division Edcentre.ca to include GED support and provide facilities for Edcentre in the Air Ronge administration classroom. A successful Workplace Essential Skills proposal provided the launch of *Making the Connection* project in the Athabasca Basin communities of Wollaston, Black Lake and Fond du Lac

Skills Training
Northlands College delivered 59 Skills Training programs in 14 communities, nine fewer communities than the previous year. Skills Training program's had a total enrollment of 639 (table 4) participants of which 589 (table 7) declared Aboriginal ancestry. Overall, the completion/graduation rate for Skills Training was 74.5%. Of the total Skills Training seats 24% were funded by Institutional Quick Response funds and 76% by partnership dollars.

The Mineral Sector Steering Committee allocated funding to sponsor 1A Truck Driving training, Construction Safety Officer training, Diamond Driller's Helper training, Geological Technician, completion of Radiation/ Environmental Technician program and a new Radiation/Environmental Technician program for a total of 47 of the 65 seats.

University/ Technology Enhance Learning
Northlands College is an official off-campus Arts and Science site, offering courses from the University of Saskatchewan, University of Regina and

University of the Arctic. University access through Northlands College is coordinated out of La Ronge with full-time student programs in Buffalo Narrows, Creighton and La Ronge. Other communities with part-time access through SCN sites include Sandy Bay, La Loche, Ile a la Crosse and Stanley Mission.

SCN continues to be the essential component to our university programming. Online, independent study courses and videoconference courses are included in our distance education model, **but SCN televised courses are the students' preferred mode**. Ideally, off-campus students need an equal mix of televised and online options for the best access.

Northlands College continues to offer its model of "Supportive Program Approach" in each of the three program centres; Buffalo Narrows, Creighton and La Ronge. Full-time Distance Education Tutors support students in a learning-center environment. Students attend thirty hours per week, using classrooms, computers, tutors and other students as a necessary support system. We can not stress enough that without on-site support via the technician, coordinator and Distance Education Tutors, most of our students would not survive the first few weeks of class, nor experience a high level of success.

University highlights include:

- The University Regional program offered a degree completion option, a Bachelor of Arts option and a Teachers Entrance option in all three centers; Buffalo Narrows, Creighton and La Ronge.
- **Seven students received their *Bachelor of Arts in Northern Studies* diplomas at the fall convocation in Saskatoon.** This degree's additional focus on Aboriginal Public Administration directly ties the students' skills to the northern labour market needs. The University of Saskatchewan, University of the Arctic and Northlands College have partnered to present this opportunity.
- The next cohort of BA Northern Studies grads will complete their degree in spring 2010.
- Seventeen students completed half of their courses for the University of Regina's Northern Local Government Authority (LGA) Certificate. This program will be completed in spring 2010.
- Northlands College, University of Saskatchewan and Saskatchewan Advanced Education, Employment and Labour continued to partner to present ***SOS: Surviving Off-campus Studies***. This series of study skills workshops was presented weekly in the fall and rebroadcast in the winter. Marilyn Iwasyk, DE Tutor, used videoconferencing to link from Creighton to Regina for live broadcasts through SCN. Telecasts were then archived through video streaming and made available through the internet from SCN e-cast site.
- Videoconference equipment is used almost daily to offer courses and tutorials. Students, staff and instructor enjoy using the technology.

Major Issues and Barriers:

- Lack of upper level classes available via distance.
- Federal cap on post-secondary funding for First Nations students.
- Students in rural and northern Saskatchewan need more non-online options.
- The universities need to present **more courses through the televised SCN mode**. Off-campus full-time **students can NOT take more than two online courses each semester**. Online courses are heavy and very time-demanding compared to face-to-face or televised.

Key lessons learned

- Access is not enough – students succeed because of constant support and encouragement. Programming can be designed using the TEL developed course options and delivered successfully if extra support services are added, i.e. salaried tutors.
- **Students are not able to do a university program, as a full-time student, solely through online courses**. Online courses require considerably more "hours per week" than face-to-face or televised. Thus, newer students report being able to complete a maximum of two online courses at one time and senior students can successfully accomplish three per semester. When necessity requires four online courses at once, student marks are significantly lowered.

Services and Learner Support

The counsellors and student advisors are involved in implementing the Basic Education Assessment Model, which is incorporated into the counselling process, student selections and student centered team meetings. In addition, Student Services provide services in orientation, career planning workshops, financial counselling, referral to specialized services and academic assessment. In 2008-09, Student Services, coordinators and some instructors received training in implementing Esport a career tool that results in providing a portfolio and an analysis of workplace essential skills required for your career choice.

GOALS

The following chart provides a summary of the College's achievements in relation to its goals and objectives, and proposed key actions.

GOAL 1:	**Develop a skilled northern workforce to meet local, regional and provincial labour market needs.**
OBJECTIVES	1. Ensure, where appropriate, that programs and services meet provincial and national standards. 2. Establish a direct link between training and employment through strategic partnerships with employers. 3. Deliver skill-training programs at a local and regional level in response to local employers, northern industry and economic trends. 4. Maintain a balance between education and training for short-term and long-term labour market needs. 5. Expand the availability of technical and skill training opportunities through the maximization of brokerage agreements with SIAST and, where applicable, with other institutions; expanded partnerships with industry; the pursuit of certification; the use of technology. 6. Expand options for work-based training, including apprenticeship and cooperative education. 7. Improve the participation of under-represented groups to enhance their employability and to contribute to a representative workforce.

KEY ACTIONS	**Timeframe**	**Response**
Serve on the board of Northern Career Quest Inc. and deliver training to fulfill requirements of ASEP proposal.	2008-2012	Northlands College CEO is a member of Northern Career Quest's board and chairs NCQ's Education and Training Advisory Committee.
Partner in a renewed five year Forest Protection Worker Training Program MOU with Sask. Environment, Sask. Advanced Education, Employment & Labour and New North.	2008- 2011	Northlands College Board was signatory to a three-year Forestry Protection Worker MOU. A three-year agreement will bring the agreement in line with the First Nations agreement.
Co-chair Health Sector Training Sub-committee of the Northern Labour Market Committee with the purpose of developing a long-term training strategy to address the labour market requirements of the northern health sector. Develop a multi-party training agreement involving health authorities, Northlands College, northern funding agencies, Sask. Health, Advanced Education, Employment and Labour, and First Nations Inuit Health Branch to address immediate and long-term human resource needs in northern health sector.	On-going	The Subcommittee made several presentations to federal and provincial government departments in the winter of 2009 regarding funding requirements for a five-year human resource training strategy. Efforts resulted in the procurement of $500,000 in funding from Health Canada, Saskatchewan Health and Saskatchewan Academic Health Sciences Network. Negotiations are underway for the establishment of a formal multi-party training agreement.
Expand the delivery of apprenticeship training in northern Saskatchewan in collaboration with the Apprenticeship and Trades Certification Commission (ATCC) and the Northern Apprenticeship Committee (NAC). Provide dedicated, coordinated services to NAC through a joint funding arrangement with CAN/SASK, the Mineral Sector Steering Committee and the Northern Training Plan. Utilize mobile training unit to expand delivery of apprenticeship level training.	On-going	• Carpentry Level I in Sandy Bay and Carpentry Level IV in La Ronge were delivered. • In partnership, Northlands continues to staff the NAC coordinator position to provide services to the Northern Apprenticeship Committee, a sub-committee of the Northern Labour Market Committee. The Director of Program Management is a co-chair of NAC and directly supervises the NAC coordinator. • Trades continue to be a focus of training. An Industrial Mechanic program in Sandy Bay was delivered in the mobile training lab. Northlands continue to provide a northern institution representative on the mobile training lab committee.

KEY ACTIONS	Timeframe	Response
Develop and deliver a Northlands accredited Geological Technician Certificate Program in collaboration with the northern mineral sector.	2008-2009	Northlands College revised the Geological Technician curriculum and received approval to accredit the program. The first class will graduate in fall 2009.
Administer MPTP IV on behalf of the Mineral Sector Steering Committee to address immediate and long-term human resource needs of the northern mining sector	2008-2013	Northlands College continues to manage the Multi-party Training Agreement on behalf of the Mineral Sector Steering Committee. The fourth agreement will be formally signed in fall 2009.
Incorporate a Workplace Essential Skills training component in skills training	On-going	Northlands College purchased Esport and Eskilon/Plato to increase assessment and provide a solution for workplace essential skills.
Complete distance delivered on-line LPN pilot project in partnership with SIAST, Peter Ballantyne Cree Nation Health Services and Northern Inter-Tribal Health Authority	2008-2009	Nine students graduated from the online Practical Nursing program; six from the Eastern region and three from the Central region.
Undertake a study to assess feasibility of an Athabasca training centre in collaboration with Prince Albert Grand Council, Athabasca Economic Development & Training Council, Cameco and Areva.	2008-2009	A steering committee comprised of representatives from all seven Athabasca communities, Cameco and Areva was established. A consultant firm was selected by the committee to undertake the study. The committee accepted the report in May 2009 and agreed on a facilities option (i.e. purchase and renovation of an existing warehouse on the outskirts of Stony Rapids). Funding commitments were made by the communities and industry and an application was submitted to Western Economic Diversification for the remainder of the funding.

GOAL 2: Maximize education and training opportunities and to develop a more integrated, effective and sustainable delivery system through collaboration, coordination and partnerships.

OBJECTIVES

1. Improve coordination, cooperation and joint planning among adult education and training institutions and funding agencies in order to better coordinate services and minimize duplication and overlap.
2. Develop partnership approaches that maximize utilization of community and industry resources to expand learning opportunities.
3. Develop partnerships and undertake collaborative planning with K-12 school divisions to facilitate transition from high school to post-secondary education and from post-secondary education to the workplace.
4. Increase access and provide a broader range of programs and services through the use of technology.

KEY ACTIONS	Timeframe	Response
Host semi-annual meetings with SIIT, DTI, and northern funding agencies to coordinate program delivery and minimize duplication and overlap.	On-going	A funding agency meeting was held on October 23, 2008 and an institutions meeting was held on January 28, 2009 to maximize funding, programs and reduce duplication.

KEY ACTIONS	Timeframe	Response
Maintain alternate education partnership with Ile a la Crosse School Division and DTI to facilitate transition from high school to post-secondary education.	2008-2009	Northlands College through the use of the Northern Training Plan continues to support the Ile a la Crosse partnership. Reporting of outcomes is through DTI.
On behalf of the NLMC and in collaboration with Department of Advanced Education, Employment and Labour prepare the Regional Training Needs Assessment Report for Northern Saskatchewan.	On-going	The Regional Training Needs Report was released in February 2009.
Partner with K-12 and Sask Learning in the delivery of pre-trades programs and employment related short courses for selected high school students.	On-going	No programs through the College this year.
Increase access and provide a broader range of programs and services through the use of technology: ▪ Operate TEL Service Centers in Buffalo Narrows, Creighton and La Ronge ▪ In partnership with Northern Lights School Division and Keewatin Career Development Corporation, participate in the development and delivery of an on-line high school program for youth and adults ▪ Deliver on-line learning options to expand Basic Education opportunities, particularly literacy, Adult 12 and GED Preparation ▪ Expand video-conferencing capability and apply technology to enhance course delivery. ▪ Expand technology access and research capability for northern Saskatchewan through partnership with SRnet and the extension of a 100 Mbps fibre-optic line to La Ronge. ▪ Partner with Peter Ballantyne Cree Nation and SIAST in piloting a distance delivered LPN program for the communities of Pelican Narrows, Deschambeault and Southend.	2008-2009	Northlands College continues to expand our technical expertise in delivering quality technology enhanced learning opportunities in partnership with other stakeholders. ▪ Each region continued to support a TEL center. ▪ Northlands provide one instructor to support the online high school Edcentre.ca partnership as well as a facility. ▪ The online partnership was increased with a GED instructor and the literacy instructor working closer with the Edcentre.ca ▪ Social Work classes were delivered using video conferencing to enable degree completion. ▪ The online Practical Nursing program completed with six graduates, as well as, three that joined in from the La Ronge program for a total of nine graduates.
Assist in facilitating a strategic planning forum involving K-12 and post-secondary systems in the north to develop a coordinated approach in the implementation of strategies to facilitate transition to employment	2008-2009	College counsellors met with northern post secondary and K-12 counsellors in March.

GOAL 3:	Deliver relevant programs and services that respond to needs identified by northern stakeholders.
OBJECTIVES	1. Establish a process for the effective input of community representatives, economic development agencies, business and industry, and funding agencies in determining training needs and priorities, based on labour market requirements. 2. Improve and expand the program approach to the delivery of university courses through a decentralized, multi-mode, student supported learning approach. 3. Improve the effectiveness of the Basic Education Program as a bridging program to further education and training, and/or employment. 4. Provide learning opportunities related to current and emerging needs such as health and social issues and the use of technology. 5. Strengthen the role of the College in assisting communities to build their capacity for social and economic development.

KEY ACTIONS	Timeframe	Response
Undertake formal needs identification/program planning process involving extensive consultations and joint planning with northern communities, government departments, economic development organizations, business and industry, aboriginal community, school divisions and other stakeholders.	On-going	Program planning meetings were held in October in the Athabasca region and in November in the Eastern, Western and Central regions. Program plans were developed and the 2009-10 calendar was released in March.
Train ABE instructional staff in portfolio development and incorporation of workplace essential skills	2008-2009	Workshops were held to train staff on using ESPORT a career portfolio tool that defines gaps in your workplace essential skills based on your career choice. Workshops were also held using Eskilon/Plato to provide solutions for workplace essential skill gaps. A proposal was developed to provide additional instructor support in 2009-10.
Implement a literacy strategy in response to input from the northern literacy forum conducted in spring of 2007.	2007-2010	The Literacy Coordinator continues to implement programming based on the Northern Literacy Strategy.
Deliver Health Career Access Program through college program centres following initial pilot scheduled for completion in June, 2008 and continue to rely on Health Sector Training Subcommittee to define training needs of the northern health sector.	2008-2009	Each program centre delivered a Health Career Access program, designed and approved by the Northern Health Sector Training Subcommittee, to prepare students for potential careers in the health sector. Of 39 participants 12 graduated and 16 more completed.
Maintain the following 4 program options in the University Program and expand to include an additional option leading to a Bachelor of Social Work ➢ Certificate of Continuing Education Administrative Development ➢ Bachelor of Arts ➢ Teacher Entrance Option (first 2 years of a Bachelor of Education) ➢ Degree Completion: Bachelor of Arts in Northern Studies in partnership with University of the Arctic and University of Saskatchewan.	On-going	Full-time registrations occurred in the following streams: 7 Degree Completion: Bachelor of Northern studies 8 Bachelor of Arts 11 Social Work 4 Teacher Entrance 36 Part-time University
Continue participation with NORTEP-NORPAC, Lac La Ronge Indian Band, GDI, Prince Albert Grand Council, Meadow Lake Tribal Council and First Nations University in feasibility study for the development of a northern university centre in La Ronge.	2008-2009	No new developments
Continue training in support of the Northern Road Strategy.	2008-2012	The College offered the Heavy Equipment Mechanics program in Buffalo Narrows and Heavy Equipment Operator simulator training in La Ronge in support of the road strategy.
Delivery of Northern Municipal Clerk Training program in partnership with Government Relations and New North.	2008-2010	Twenty-two participants enrolled in the Northern Local Government Authority program; one graduated and 19 completed the first year and will continue on the second year. The college provided significant support to the online program and specialized face-to-face delivery to assure the success of the students.

GOAL 4: Adopt inclusive approaches to achieve equitable opportunity and success.

OBJECTIVES

1. Provide equitable access to programs and services for all learners according to individual needs and abilities and within the capabilities of the college
2. Provide bridging, transitional and support services to facilitate participation of all individuals.
3. Establish a climate within the College where everyone is treated with respect and encouraged to develop their full potential.
4. Adopt an advocacy role in addressing financial inequities, which limit access for learners.
5. Strive to achieve representative participation levels in College programs and in the College workforce.

KEY ACTIONS	Timeframe	Response
Maintain emphasis on Education Equity Policy and regularly monitor its application.	On-going	Student demographics tracked and reported on a trimester basis to the board.
Continue to support and resource learning strategists at the three campuses to assist students with learning challenges.	On-going	Each region staffed a Learning Strategist position.
Continue advocacy efforts in relation to student financial assistance.	On-going	The Regional Colleges Senior Academic Officers have a seat on the Student Financial Assistance Committee.
Work with Gary Tinker Federation to provide programs and services to meet the needs of people with disabilities.	On-going	Camp Services training was held in La Loche for people with disabilities.
Maintain efforts of Employment Equity Committee in implementing special measures to achieve a representative college workforce.	On-going	In addition to the Employment Equity Plan, Northlands became a signatory to an Aboriginal Employment Development Partnership Agreement along with the other regional colleges.
Maintain adequate Student Services at all college campuses including the provision of student residences.	On-going	Student Services in the Eastern and Western regions have three staff and La Ronge has four.
Incorporate academic bridging into technology related programs.	On-going	The mine-related technical training programs are delivered with an academic upgrading front-end to assist in student successes.
Work with SIIT Northern Industrial Career Centre in providing job transitional support services, initiate joint transition to employment projects with local school divisions, and work with Northern Career Quest Inc. to provide transition to employment support services.	On-going	The College partnered with the Northern Industrial Career Centre to provide Job Coach services.

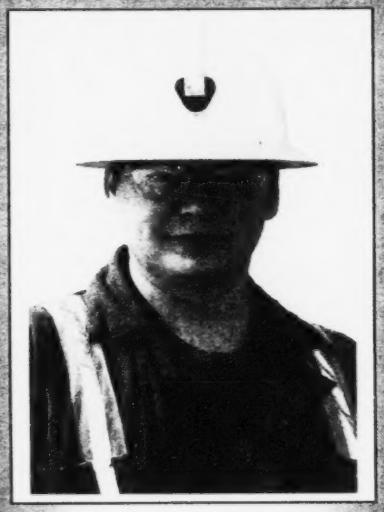
GOAL 5: Improve accountability to the public for use of resources and achievement of outcomes in College programs and services.

OBJECTIVES

1. Develop valid and meaningful performance indicators to measure and report on the achievement of college goals and objectives.
2. Undertake regular reviews of the College programs and services to monitor progress in achieving objectives and improve quality
3. Establish effective methods to communicate results of College programs and services to the public.
4. Provide for effective board governance.

KEY ACTIONS	Timeframe	Response
In keeping with the College's Program Review Policy continue regular, in-depth review of all college programs on an annual cyclical basis.	On-going	No program was selected for review.
Implement a marketing and promotion strategy.	On-going	The College has an increased radio presence and the marketing committee sponsored another four career role model posters.
Publicize Annual Report; maintain comprehensive college web-site; report regularly on college progress at Northern Labour Market Committee; maintain emphasis on regular stakeholder consultations.	On-going	The College website was revised in 2008. News items, current events, the annual report, program bulletins and job postings are posted on the website.
Undertake on-going board development including participation in provincial and ASRC board development workshops.	On-going	Board participated in AEEL sponsored Governor Leadership Series, and four attended the ACCC conference.
In June of each year, the board undertakes a self-evaluation of progress in achieving their goals and overseeing the operation of the college. CEO evaluation undertaken annually.	On-going	Completed.

Table 3
Performance Measures



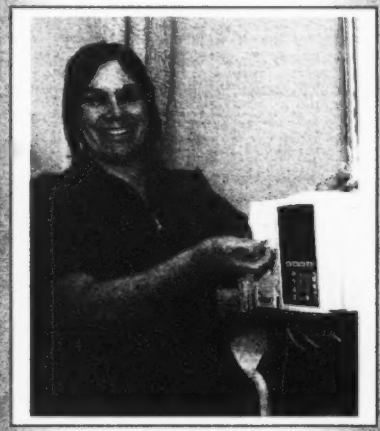
Sheldon Yew
Underground Miner

"I'm happy that Northlands College had an underground mining course, and I'm so glad my partner suggested I take it. I loved it, and I put everything into it. I always wanted to be a miner, and now I have a profession that will allow me to take care of my family properly".

Number of Student Enrollments – expressed in terms of full load equivalents (FLE's) for all credit and non-credit programs (FT, PT and Casual)	Baseline		Projected 2008-2009		Actual 2008-2009	
	#	FLE	#	FLE	#	FLE
a) Skills Training – Institute Credit	361	238	457	382	255	166.53
b) Skills Training – Industry Credit	486	140	379	232	282	74.83
c) Skills Training – Non-Credit	127	30	180	228	102	57.27
d) Adult Basic Education – Credit	342	242	369	340	308	228.43
e) Adult Basic Education – Non-Credit	616	320	402	396	377	231.89
f) University	88	31	71	30	89	24.55
Total	**2020**	**1001**	**1858**	**1608**	**1413**	**783.50**

Skills Training – Institute Credit	Baseline		Projected 2008-2009		Actual 2008-2009	
	#	FLE	#	FLE	#	FLE
Number of Student Enrollments – expressed in terms of full load equivalents (FLE's) and distinct enrollment	361	238	457	382	255	166.53
Number of Graduates	217		274		140	
Number of Completers	64		55		30	
	%		**%**		**%**	
Participation (Enrollment) Rate %	31		28		30	
Graduation Rate	60		60		55	
Employment Rate from Follow-Up Surveys of FT Graduates	77		80		69	
Continued to Further Training Rates of FT Students	47		44		25	
Skills Training – Institute Credit – Aboriginal Persons Statistics	**%**		**%**		**%**	
Aboriginal Participation (Enrollment) Rate	89		89		87	
Graduation Rate as a Percentage of Total Graduates	90		90		89	
Graduate Rate as a Percentage of Enrollment	61		61		69	
Employment Rates of Full-time Aboriginal Persons	73		76		69	
Continued to Further Training Rates of Full-time Aboriginal Persons	43		40		29	

Skills Training – Industry Credit	Baseline		Projected 2008-2009		Actual 2008-2009	
	#	FLE	#	FLE	#	FLE
Number of Student Enrollments – expressed in terms of full load equivalents (FLE's)	486	140	379	232	282	74.83
Number of Graduates	316		246		221	
Number of Completers	107		84		39	
	%		%		%	
Participation (Enrollment) Rate %	31		30		23	
Graduation Rate	63		65		74	
Skills Training – Industry Credit – Aboriginal Persons Statistics	%		%		%	
Aboriginal Participation (Enrollment) Rate	94		94		96	
Graduation Rate as a Percentage of Total Graduates	95		95		64	
Graduate Rate as a Percentage of Enrollment	63		72		75	
Adult Basic Education – ABE Credit	**Baseline**		**Projected 2008-2009**		**Actual 2008-2009**	
	#	FLE	#	FLE	#	FLE
Number of Student Enrollments – expressed in terms of full load equivalents (FLE's)	342	242	369	340	308	228.43
Number of Graduates	85		99		62	
Number of Completers	118		107		126	
	%		%		%	
Participation (Enrollment) Rate %	30		28		36	
Graduation Rate	25		27		20	
Employment Rate from Follow-Up Surveys of FT Graduates	25		25		13	
Continued to Further Training Rates of FT Students	65		65		69	
Adult Basic Education – ABE Credit – Aboriginal Persons Statistics	%		%		%	
Aboriginal Participation (Enrollment) Rate	97		97		93	
Graduation Rate as a Percentage of Total Graduates	98		98		95	
Graduate Rate as a Percentage of Enrollment	25		25		31	
Employment Rates of Full-time Aboriginal Persons	23		23		12	
Continued to Further Training Rates of Full-time Aboriginal Persons	65		65		67	



Phyllis Pedersen
Licensed Practical Nurse

"Through Northlands College, I was able to train without going far from home. My family was very supportive of this and of me while I was training. I am grateful for the opportunities I have had in the north."

University	Baseline		Projected 2008-2009		Actual 2008-2009	
	#	FLE	#	FLE	#	FLE
Number of Student Enrollments – expressed in terms of full load equivalent (FLE's)	88	31	71	30	89	24.55
Participation (Enrollment) Rate %	8		7		10	
University - Aboriginal Participation (Enrollment) Rate	80		80		74	

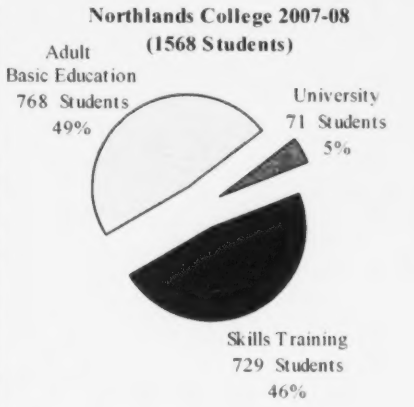
Harold Custer
Heavy Duty Mechanic

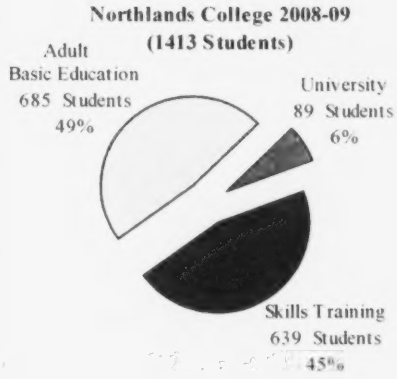
"I've always been mechanically-minded, and Northlands College gave me the opportunity to make something of that talent. Thanks to them, I am now an inter-provincial journeyperson mechanic, and I can work anywhere I want. It's a good feeling to know I can support my family well."

Table 4

Comprehensive Enrollment by Program Groups for Northlands College

College-wide		2007 - 2008					2008 - 2009				
		Programs	Student Enrollment			FLE's	Programs	Student Enrollment			FLE's
			FT	PT	Cas			FT	PT	Cas	
Skills Training	**Institute Credit:**										
	SIAST	28	99	91	8	113.75	24	132	71	0	128.47
	Other	5	10	36	0	17.32	4	0	34	0	23.59
	Apprenticeship & Trade	3	12	16	0	25.10	2	11	7	0	14.47
	Total Institute Credit	*36*	*121*	*143*	*8*	*156.17*	*30*	*143*	*112*	*0*	*166.53*
	Industry Credit:										
	Total Industry Credit	*25*	*0*	*276*	*52*	*135.90*	*18*	*0*	*197*	*85*	*74.83*
	Non-Credit:										
	Total Non-Credit	*13*	*0*	*73*	*56*	*64.72*	*11*	*24*	*48*	*30*	*57.27*
Total Skills Training		**74**	**121**	**492**	**116**	**356.79**	**59**	**167**	**357**	**115**	**298.63**
Adult Basic Education	**Adult Basic Education Credit:**										
	Adult 12	6	64	131	0	115.07	8	94	85	0	133.45
	Adult 10	7	97	29	0	92.04	7	78	29	0	68.32
	Academic GED	1	20	7	0	44.69	2	11	11	0	26.66
	Total ABE Credit	*14*	*181*	*167*	*0*	*251.80*	*17*	*183*	*125*	*0*	*228.43*
	Adult Basic Education Non-Credit:										
	Employability/Life Skills	5	34	27	0	32.54	5	29	36	0	38.90
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	11	63	43	0	106.57	12	67	61	0	93.45
	Literacy	10	19	234	0	138.11	10	4	180	0	99.54
	Total ABE Non-Credit	*26*	*116*	*304*	*0*	*277.22*	*27*	*100*	*277*	*0*	*231.89*
Total Adult Basic Education		**40**	**297**	**471**	**0**	**529.02**	**44**	**283**	**402**	**0**	**460.32**
University	*Total University*	**3**	**25**	**46**	**0**	**32.90**	**4**	**20**	**69**	**0**	**24.55**
TOTAL ENROLLMENT		**117**	**443**	**1009**	**116**	**918.71**	**107**	**470**	**828**	**115**	**783.50**



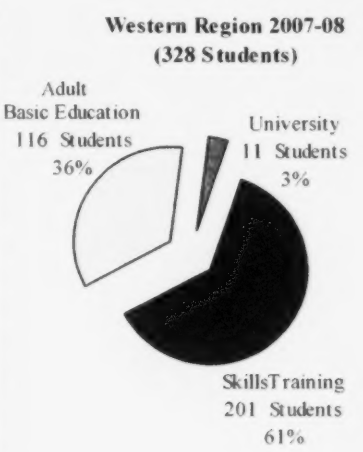


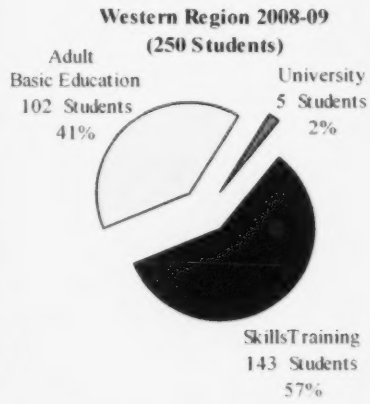
Refer to glossary on page 57 for definitions of Student Full-time (FT), Student Part-time (PT), Student Casual (Cas), and Full Load Equivalent (FLE).

Table 4A

Enrollment by Program Groups for the Western Region

Western Region		2007 - 2008					2008 - 2009				
		Programs	Student Enrollment			FLE's	Programs	Student Enrollment			FLE's
			FT	PT	Cas			FT	PT	Cas	
Skills Training	**Institute Credit:**										
	SIAST	6	31	9	8	39.31	8	32	25	0	44.65
	Other	2	10	10	0	6.94	2	0	15	0	3.92
	Apprenticeship & Trade	0	0	0	0	0.00	0	0	0	0	0.00
	Total Institute Credit	*8*	*41*	*19*	*8*	*46.25*	*10*	*32*	*40*	*0*	*48.57*
	Industry Credit:										
	Total Industry Credit	*9*	*0*	*94*	*32*	*51.92*	*4*	*0*	*27*	*28*	*9.69*
	Non-Credit:										
	Total Non-Credit	*1*	*0*	*7*	*0*	*0.85*	*2*	*0*	*7*	*9*	*2.07*
Total Skills Training		**18**	**41**	**120**	**40**	**99.02**	**16**	**32**	**74**	**37**	**60.33**
Adult Basic Education	**Adult Basic Education Credit:**										
	Adult 12	2	17	17	0	19.74	2	17	3	0	17.45
	Adult 10	2	25	3	0	22.44	2	16	7	0	15.34
	Academic GED	0	0	0	0	0.00	0	0	0	0	0.00
	Total ABE Credit	*4*	*42*	*20*	*0*	*42.18*	*4*	*33*	*10*	*0*	*32.79*
	Adult Basic Education Non-Credit:										
	Employability/Life Skills	3	21	15	0	15.01	3	18	22	0	25.27
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	2	9	9	0	14.67	2	10	9	0	12.99
	Literacy	0	0	0	0	0.00	0	0	0	0	0.00
	Total ABE Non-Credit	*5*	*30*	*24*	*0*	*29.68*	*5*	*28*	*31*	*0*	*38.26*
Total Adult Basic Education		**9**	**72**	**44**	**0**	**71.86**	**9**	**61**	**41**	**0**	**71.05**
University	*Total University*	**1**	**5**	**6**	**0**	**6.90**	**1**	**2**	**3**	**0**	**2.00**
TOTAL ENROLLMENT		**28**	**118**	**170**	**40**	**177.78**	**26**	**95**	**118**	**37**	**133.38**



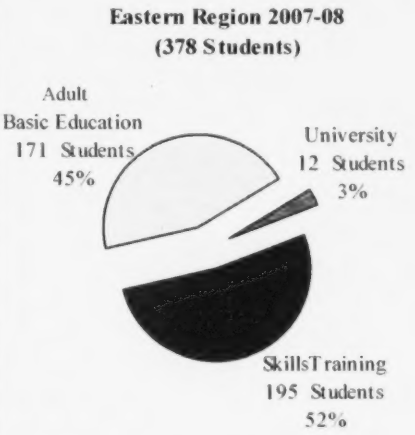


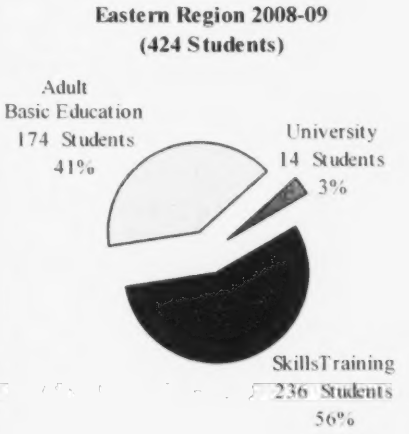
Refer to glossary on page 57 for definitions of Student Full-time (FT), Student Part-time (PT), Student Casual (Cas), and Full Load Equivalent (FLE).

Table 4B

Enrollment by Program Groups for the Eastern Region

Eastern Region		2007 - 2008					2008 - 2009				
		Programs	Student Enrollment			FLE's	Programs	Student Enrollment			FLE's
			FT	PT	Cas			FT	PT	Cas	
Skills Training	**Institute Credit:**										
	SIAST	10	28	35	0	27.72	7	48	17	0	40.62
	Other	1	0	8	0	1.63	0	0	0	0	0.00
	Apprenticeship & Trade	2	12	8	0	17.73	1	11	0	0	8.34
	Total Institute Credit	*13*	*40*	*51*	*0*	*47.08*	*8*	*59*	*17*	*0*	*48.96*
	Total Industry Credit	*4*	*0*	*34*	*12*	*13.71*	*8*	*0*	*68*	*28*	*21.08*
	Non-Credit:										
	Total Non-Credit	*6*	*0*	*55*	*3*	*58.81*	*7*	*24*	*27*	*13*	*50.53*
Total Skills Training		**23**	**40**	**140**	**15**	**119.60**	**23**	**83**	**112**	**41**	**120.57**
Adult Basic Education	**Adult Basic Education Credit:**										
	Adult 12	1	16	5	0	17.62	3	43	11	0	43.46
	Adult 10	3	41	21	0	38.38	2	24	9	0	18.59
	Academic GED	1	20	7	0	44.69	1	11	6	0	25.60
	Total ABE Credit	*5*	*77*	*33*	*0*	*100.69*	*6*	*78*	*26*	*0*	*87.65*
	Adult Basic Education Non-Credit:										
	Employability/Life Skills	0	0	0	0	0.00	1	2	10	0	4.85
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	4	18	6	0	26.78	5	33	17	0	36.01
	Literacy	3	10	27	0	24.49	1	4	4	0	4.41
	Total ABE Non-Credit	*7*	*28*	*33*	*0*	*51.27*	*7*	*39*	*31*	*0*	*45.27*
Total Adult Basic Education		**12**	**105**	**66**	**0**	**151.96**	**13**	**117**	**57**	**0**	**132.92**
University	*Total University*	**1**	**7**	**5**	**0**	**8.10**	**1**	**6**	**8**	**0**	**6.60**
TOTAL ENROLLMENT		**36**	**152**	**211**	**15**	**279.66**	**37**	**206**	**177**	**41**	**260.09**



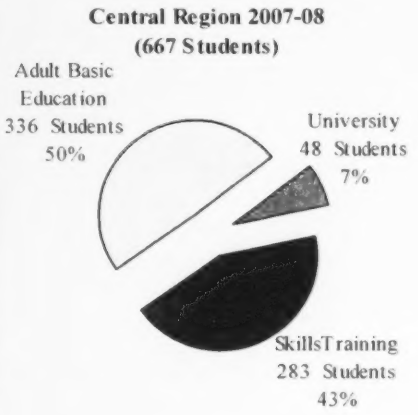


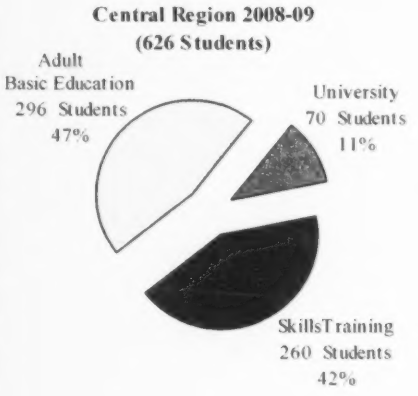
Refer to glossary on page 57 for definitions of Student Full-time (FT), Student Part-time (PT), Student Casual (Cas), and Full Load Equivalent (FLE).

Table 4C

Enrollment by Program Groups for the Central Region

Central Region		2007 - 2008					2008 - 2009				
		Programs	Student Enrollment			FLE's	Programs	Student Enrollment			FLE's
			FT	PT	Cas			FT	PT	Cas	
Skills Training	**Institute Credit:**										
	SIAST	12	40	47	0	46.72	9	52	29	0	43.20
	Other	2	0	18	0	8.75	2	0	19	0	19.68
	Apprenticeship & Trade	1	0	8	0	7.37	1	0	7	0	6.13
	Total Institute Credit	*15*	*40*	*73*	*0*	*62.84*	*12*	*52*	*55*	*0*	*69.01*
	Industry Credit:										
	Total Industry Credit	*8*	*0*	*97*	*9*	*46.22*	*6*	*0*	*102*	*29*	*44.06*
	Total Non-Credit	*6*	*0*	*11*	*53*	*5.06*	*2*	*0*	*14*	*8*	*4.67*
Total Skills Training		**29**	**40**	**181**	**62**	**114.12**	**20**	**52**	**171**	**37**	**117.74**
Adult Basic Education	**Adult Basic Education Credit:**										
	Adult 12	3	31	110	0	77.71	3	34	71	0	72.54
	Adult 10	2	31	5	0	31.22	2	28	11	0	25.26
	Academic GED	0	0	0	0	0.00	1	0	5	0	1.06
	Total ABE Credit	*5*	*62*	*115*	*0*	*108.93*	*6*	*62*	*87*	*0*	*98.86*
	Adult Basic Education Non-Credit:										
	Employability/Life Skills	2	13	12	0	17.53	1	9	4	0	8.77
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	2	11	16	0	18.42	2	12	16	0	22.30
	Literacy	5	9	98	0	71.77	4	0	106	0	54.77
	Total ABE Non-Credit	*9*	*33*	*126*	*0*	*107.72*	*7*	*21*	*126*	*0*	*85.84*
Total Adult Basic Education		**14**	**95**	**241**	**0**	**216.65**	**13**	**83**	**213**	**0**	**184.70**
University	*Total University*	**1**	**13**	**35**	**0**	**17.90**	**2**	**12**	**58**	**0**	**15.96**
TOTAL ENROLLMENT		**44**	**148**	**457**	**62**	**348.67**	**35**	**147**	**442**	**37**	**318.40**



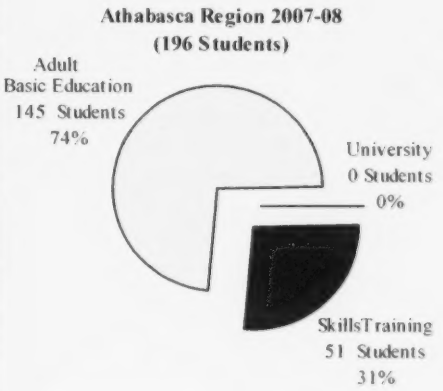


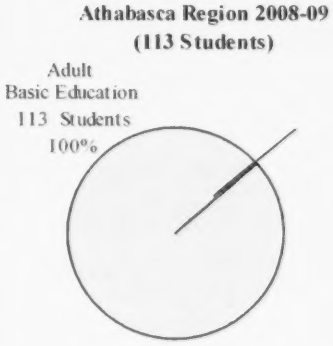
Refer to glossary on page 57 for definitions of Student Full-time (FT), Student Part-time (PT), Student Casual (Cas), and Full Load Equivalent (FLE).

Table 4D

Enrollment by Program Groups for the Athabasca Region

Athabasca Region		2007 - 2008					2008 - 2009				
		Programs	Student Enrollment FT	Student Enrollment PT	Student Enrollment Cas	FLE's	Programs	Student Enrollment FT	Student Enrollment PT	Student Enrollment Cas	FLE's
Skills Training	**Institute Credit:**										
	SIAST	0	0	0	0	0.00	0	0	0	0	0.00
	Other	0	0	0	0	0.00	0	0	0	0	0.00
	Apprenticeship & Trade	0	0	0	0	0.00	0	0	0	0	0.00
	Total Institute Credit	*0*	*0*	*0*	*0*	*0.00*	*0*	*0*	*0*	*0*	*0.00*
	Industry Credit:										
	Total Industry Credit	*4*	*0*	*51*	*0*	*24.05*	*0*	*0*	*0*	*0*	*0.00*
	Non-Credit:										
	Total Non-Credit	*0*	*0*	*0*	*0*	*0.00*	*0*	*0*	*0*	*0*	*0.00*
Total Skills Training		**4**	**0**	**51**	**0**	**24.05**	**0**	**0**	**0**	**0**	**0.00**
Adult Basic Education	**Adult Basic Education Credit:**										
	Adult 12	0	0	0	0	0.00	0	0	0	0	0.00
	Adult 10	0	0	0	0	0.00	1	10	2	0	9.12
	Academic GED	0	0	0	0	0.00	0	0	0	0	0.00
	Total ABE Credit	*0*	*0*	*0*	*0*	*0.00*	*1*	*10*	*2*	*0*	*9.12*
	Adult Basic Education Non-Credit:										
	Employability/Life Skills	0	0	0	0	0.00	0	0	0	0	0.00
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	3	22	13	0	46.70	3	12	19	0	22.15
	Literacy	2	0	110	0	41.85	5	0	70	0	40.36
	Total ABE Non-Credit	*5*	*22*	*123*	*0*	*88.55*	*8*	*12*	*89*	*0*	*62.51*
Total Adult Basic Education		**5**	**22**	**123**	**0**	**88.55**	**9**	**22**	**91**	**0**	**71.63**
University	*Total University*	**0**	**0**	**0**	**0**	**0.00**	**0**	**0**	**0**	**0**	**0.00**
TOTAL ENROLLMENT		**9**	**22**	**174**	**0**	**112.6**	**9**	**22**	**91**	**0**	**71.63**





Refer to glossary on page 57 for definitions of Student Full-time (FT), Student Part-time (PT), Student Casual (Cas), and Full Load Equivalent (FLE).

Table 5

Equity Participation Enrollments by Program Groups for Northlands College

Program Groups		ACTUALS 2007-2008												ACTUALS 2008-2009											
		Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	**Institute Credit:**																								
	SIAST	79	79	6	1	0	0	3	0	0	99	91	9	116	60	0	0	0	0	1	2	0	132	71	0
	Other	10	32	0	0	2	0	0	0	0	10	36	0	0	29	0	0	1	0	0	0	0	0	34	0
	Apprenticeship & Trade	12	15	0	0	0	0	0	0	0	12	16	0	11	7	0	1	0	0	0	0	0	11	7	0
	Total Institute Credit	*101*	*126*	*6*	*1*	*2*	*0*	*3*	*0*	*0*	*121*	*143*	*9*	*127*	*96*	*0*	*1*	*1*	*0*	*1*	*2*	*0*	*143*	*112*	*0*
	Industry Credit:																								
	Total Industry Credit	*0*	*267*	*48*	*0*	*1*	*0*	*0*	*0*	*0*	*0*	*276*	*52*	*0*	*189*	*83*	*0*	*0*	*0*	*0*	*4*	*0*	*0*	*197*	*85*
	Non-Credit:																								
	Total Non-Credit	*0*	*72*	*39*	*0*	*0*	*2*	*0*	*1*	*2*	*0*	*73*	*56*	*24*	*47*	*23*	*0*	*0*	*0*	*0*	*0*	*1*	*24*	*48*	*30*
Total Skills Training		**101**	**465**	**93**	**1**	**3**	**2**	**3**	**1**	**2**	**121**	**492**	**117**	**151**	**332**	**106**	**1**	**1**	**0**	**1**	**6**	**1**	**167**	**357**	**115**
Adult Basic Education	**Adult Basic Education Credit:**																								
	Adult 12	62	117	0	0	0	0	0	1	0	64	131	0	85	77	0	1	0	0	2	1	0	94	85	0
	Adult 10	94	28	0	0	0	0	1	1	0	97	29	0	77	27	0	0	1	0	0	0	0	78	29	0
	Academic GED	20	7	0	0	0	0	1	0	0	20	7	0	10	11	0	0	0	0	0	1	0	11	11	0
	Total ABE Credit	*176*	*152*	*0*	*0*	*0*	*0*	*2*	*2*	*0*	*181*	*167*	*0*	*172*	*115*	*0*	*1*	*1*	*0*	*2*	*2*	*0*	*183*	*125*	*0*
	Adult Basic Education Non-Credit:																								
	Employability/Life Skills	33	28	0	0	0	0	0	0	0	34	28	0	29	35	0	0	1	0	0	2	0	29	36	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	61	37	0	0	1	0	1	0	0	61	44	0	68	60	0	0	2	0	2	3	0	67	61	0
	Literacy	18	187	0	0	4	0	2	4	0	19	234	0	4	147	0	0	1	0	0	2	0	4	180	0
	Total ABE Non-Credit	*112*	*252*	*0*	*0*	*5*	*0*	*3*	*4*	*0*	*114*	*306*	*0*	*101*	*242*	*0*	*0*	*4*	*0*	*2*	*7*	*0*	*100*	*277*	*0*
Total Adult Basic Education		**288**	**404**	**0**	**0**	**5**	**0**	**5**	**6**	**0**	**295**	**473**	**0**	**273**	**357**	**0**	**1**	**5**	**0**	**4**	**9**	**0**	**283**	**402**	**0**
University	*Total University*	**21**	**32**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**25**	**46**	**0**	**15**	**51**	**0**	**0**	**0**	**0**	**1**	**2**	**0**	**20**	**69**	**0**
TOTAL ENROLLMENT		**410**	**901**	**93**	**1**	**8**	**2**	**9**	**7**	**2**	**441**	**1011**	**117**	**439**	**740**	**106**	**2**	**6**	**0**	**6**	**17**	**1**	**470**	**828**	**115**

Refer to glossary on page 57 for definitions of Student Full-time (FT), Student Part-time (PT), and Student Casual (Cas).

Table 6

Student Success by Program Groups for Northlands College

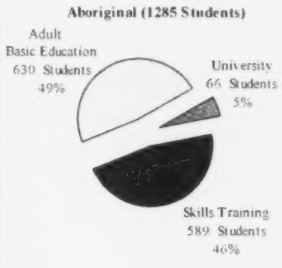
Program Groups		ACTUALS 2007 - 2008												ACTUALS 2008 - 2009											
		Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	**Institute Credit:**																								
	SIAST	12	23	2	57	38	0	33	34	2	9	12	0	11	12	0	84	34	0	45	28	0	8	7	0
	Other	0	1	0	6	24	0	1	19	0	0	5	0	0	2	0	0	14	0	0	10	0	0	0	0
	Apprenticeship & Trade	3	1	0	4	11	0	1	9	0	0	0	0	5	0	0	1	7	0	3	6	0	1	0	0
	Total Institute Credit	*15*	*25*	*2*	*67*	*73*	*0*	*35*	*62*	*2*	*9*	*17*	*0*	*16*	*14*	*0*	*85*	*55*	*0*	*48*	*44*	*0*	*9*	*7*	*0*
	Industry Credit:																								
	Total Industry Credit	0	64	8	0	172	44	0	88	17	0	9	3	0	30	9	0	146	75	0	64	37	0	16	3
	Non-Credit:																								
	Total Non-Credit	*0*	*66*	*53*	*0*	*0*	*0*	*0*	*13*	*2*	*0*	*30*	*0*	*22*	*35*	*29*	*0*	*0*	*0*	*5*	*7*	*9*	*14*	*16*	*0*
Total Skills Training		**15**	**155**	**63**	**67**	**245**	**44**	**35**	**163**	**21**	**9**	**56**	**3**	**38**	**79**	**38**	**85**	**201**	**75**	**53**	**115**	**46**	**23**	**39**	**3**
Adult Basic Education	**Adult Basic Education Credit:**																								
	Adult 12	21	73	0	30	5	0	7	5	0	16	27	0	42	46	0	36	3	0	7	4	0	37	20	0
	Adult 10	20	1	0	36	2	0	2	0	0	28	1	0	29	0	0	20	2	0	4	0	0	27	1	0
	Academic GED	6	0	0	5	1	0	1	0	0	10	1	0	7	2	0	1	0	0	1	0	0	5	0	0
	Total ABE Credit	*47*	*74*	*0*	*71*	*8*	*0*	*10*	*5*	*0*	*54*	*29*	*0*	*78*	*48*	*0*	*57*	*5*	*0*	*12*	*4*	*0*	*69*	*21*	*0*
	Adult Basic Education Non-Credit:																								
	Employability/Life Skills	30	4	0	0	0	0	1	0	0	5	1	0	29	6	0	0	0	0	0	0	0	16	0	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	45	27	0	0	0	0	6	10	0	11	4	0	54	27	0	0	0	0	8	10	0	17	3	0
	Literacy	13	169	0	0	0	0	0	0	0	0	0	0	4	136	0	0	0	0	0	0	0	0	0	0
	Total ABE Non-Credit	*88*	*200*	*0*	*0*	*0*	*0*	*7*	*10*	*0*	*16*	*5*	*0*	*87*	*169*	*0*	*0*	*0*	*0*	*8*	*10*	*0*	*33*	*3*	*0*
Total Adult Basic Education		**135**	**274**	**0**	**71**	**8**	**0**	**17**	**15**	**0**	**70**	**34**	**0**	**165**	**217**	**0**	**57**	**5**	**0**	**20**	**14**	**0**	**102**	**24**	**0**
University	*Total University*	**25**	**25**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**19**	**57**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
TOTAL ENROLLMENT		**175**	**454**	**63**	**138**	**253**	**44**	**52**	**178**	**21**	**79**	**90**	**3**	**222**	**353**	**38**	**142**	**207**	**75**	**73**	**129**	**46**	**125**	**63**	**3**

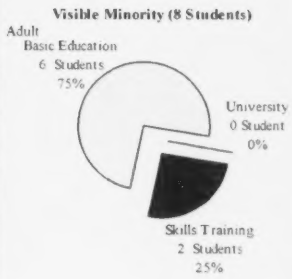
Completed = total number of students who completed course requirements or remained to the end of the program.
Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized industry.

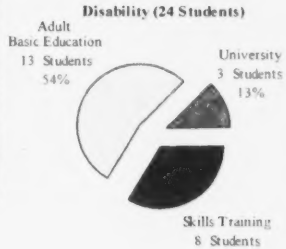
Table 7

Equity Participation Completers and Graduates by Program Groups for Northlands College

Program Groups		ACTUALS 2007-2008									ACTUALS 2008-2009								
		Aboriginal			Visibal Minority			Disability			Aboriginal			Visible Minority			Disability		
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
Skills Training	**Institute Credit:**																		
	SIAST	164	30	77	1	0	1	3	0	3	176	16	105	0	0	0	3	2	1
	Other:	42	1	27	2	0	1	0	0	0	29	1	12	1	0	0	0	0	0
	Apprenticeship & Trade	27	4	15	0	0	0	0	0	0	18	5	8	1	1	0	0	0	0
	Total Institute Credit	*233*	*35*	*119*	*3*	*0*	*2*	*3*	*0*	*3*	*223*	*22*	*125*	*2*	*1*	*0*	*3*	*2*	*1*
	Industry Credit:																		
	Industry Credit	*315*	*70*	*206*	*1*	*0*	*1*	*0*	*0*	*0*	*272*	*35*	*215*	*0*	*0*	*0*	*4*	*0*	*4*
	Non-Credit:																		
	Total Non-Credit	*111*	*101*	*0*	*2*	*2*	*0*	*3*	*2*	*0*	*94*	*79*	*0*	*0*	*0*	*0*	*1*	*1*	*0*
Total Skills Trianing		**659**	**206**	**325**	**6**	**2**	**3**	**6**	**2**	**3**	**589**	**136**	**340**	**2**	**1**	**0**	**8**	**3**	**5**
Adult Basic Education	**Adult Basic Education Credit:**																		
	Adult 12	179	84	32	0	0	0	1	0	0	162	77	36	1	0	0	3	1	0
	Adult 10	122	20	36	0	0	0	2	1	0	104	29	22	1	0	0	0	0	0
	Academic GED	27	6	6	0	0	0	1	0	0	21	9	1	0	0	0	1	0	0
	Total ABE Credit	*328*	*110*	*74*	*0*	*0*	*0*	*4*	*1*	*0*	*287*	*115*	*59*	*2*	*0*	*0*	*4*	*1*	*0*
	Adult Basic Education Non-Credit:																		
	Employability/Life Skills	61	33	0	0	0	0	0	0	0	64	35	0	1	0	0	2	1	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	98	66	0	1	1	0	1	0	0	128	74	0	2	1	0	5	4	0
	Literacy	205	140	0	4	2	0	6	4	0	151	115	0	1	1	0	2	2	0
	Total ABE Non-Credit	*364*	*239*	*0*	*5*	*3*	*0*	*7*	*4*	*0*	*343*	*224*	*0*	*4*	*2*	*0*	*9*	*7*	*0*
Total Adult Basic Education		**692**	**349**	**74**	**5**	**3**	**0**	**11**	**5**	**0**	**630**	**339**	**59**	**6**	**2**	**0**	**13**	**8**	**0**
University	*University Credit*	**53**	**34**	**0**	**0**	**0**	**0**	**1**	**1**	**0**	**66**	**53**	**1**	**0**	**0**	**0**	**3**	**3**	**0**
TOTAL ENROLLMENT		**1404**	**589**	**399**	**11**	**5**	**3**	**18**	**8**	**3**	**1285**	**528**	**400**	**8**	**3**	**0**	**24**	**14**	**5**


Aboriginal (1285 Students)
Adult Basic Education 630 Students 49%
University 66 Students 5%
Skills Training 589 Students 46%





E = total enrollment
C = completers (the total number of students who completed course requirements or remained to the end of the program)
G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting Institution or recognized by industry)

Table 8
Workbased Training for Northlands College

Program Year	Distinct Employers	Contracts	Distinct Trainees	# of Trainees				Department Funding (paid $)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	
2006-07	1	1	30	0	30	0	0	$150,000
2007-08	1	1	1	0	1	0	0	$5,000
2008-09*	0	0	0	0	0	0	0	$0

* *2008-09 Program year results may appear inconsistent with previous years as contracts are still in progress and information is still being processed.*

Notes: Program year is based on contract start date between July 1st and June 30th of a given year.

Results include both Workbased Training for the Unemployed (WTU) and Workbased Training for the Employed (WTE) contracts.

Ministry funding includes dollars paid to employer and then reimbursed by the Ministry of Advanced Education, Employment and Labour, excluding any administration fees.

All counts of trainees are based upon unique individuals.

Query results run on October 22, 2008

Mary Sayazie
Licensed Practical Nurse

"I love my work, especially being able to explain to Dené patients what's happening to them in the hospital! I'm so thankful to Northlands College for the opportunity to train as an LPN and for helping me achieve my goals. I urge other northerners not to be afraid of leaving home for training."

EMPLOYMENT EQUITY PROGRAM

The Human Resource department of Northlands College oversees the College's Employment Equity Plan, which is approved by the Saskatchewan Human Rights Commission, and helps to realize the application of internal policies to ensure equitable hiring practices and a healthy working and learning environment.

The Northlands College Employment Equity program was implemented in 1995 with the primary objective of developing a representative workforce at the College. The program includes the following three primary goals designed to achieve the broader objective of a representative workforce:

- Maximize recruitment of individuals of Aboriginal ancestry.
- Attain a 50% workforce demographic represented by the northern population in all classifications within an 8-10 year period.
- Attain a workforce that is 100% reflective of the northern demographics.

At the time of inception of the program in 1995, 28% of the College workforce consisted of staff of Aboriginal ancestry. The following tables provide an overview of recent activity and illustrate the degree of progress towards the preceding goals.

Table 9
Comparison of 2008-2009 Annual Staff Roll-ups to 2007-2008 and 2006-2007

	Total Staff	Aboriginal Ancestry		Disabled Persons		Women		Visible Minority	
		Staff	%	*Staff*	%	*Staff*	%	*Staff*	%
2008-09 Annual	**176**	**91**	**52%**	**9**	**5%**	**113**	**64%**	**4**	**2%**
2007-08 Annual	175	83	47%	10	6%	111	63%	3	2%
2006-07 Annual	182	90	49%	13	7%	115	63%	4	2%

Table 10
2008-2009 New Hires by Equity Group

	Aboriginal Ancestry		Non-Aboriginal		Visible Minority		Disabled Persons	
	Hires	%	Hires	%	Hires	%	Hires	%
Male	7	23%	2	7%	1	3%	0	0%
Female	15	50%	5	17%	0	0%	1	3%
Total	**22**	**73%**	**7**	**23%**	**1**	**3%**	**1**	**3%**

COLLEGE STAFF

Administration

Bill McLaughlin	**CEO**
Gail Walker	**Director of Administration**
Denise D'Amour	**Director of Program Management**
Jo-Anne Lennard	**Executive Assistant**
Kristen Bunz	**HR Manager**
Kieran Hamilton	**HR Manager** (to Oct/08)
Joan Bogard	Accounting Clerk
Sandra Butler	Literacy Coordinator
Donna Carlson	Administrative Assistant
Beverly Charles	Accounts Payable Clerk / Administration Receptionist
Charlene Charles	Payroll Clerk
Daniel Fingarsen	IT Coordinator
Brian Hendricks	NAC Coordinator
Emily Hennie	Program Management Clerk
Joanne Hoeft	Registrar
Cheryl Jeffries	Administration Receptionist
Jason Kennedy	Literacy Coordinator
Cory McCallum	IT Assistant
Angie McKenzie	Accounts Payable Clerk
Marion Morin	Program Management Clerk
Glenys Plunz	University Coordinator
David Radchuk	Instructor: TEL for Literacy Learners
Lloyd Robertson	Educational Consultant
Maggie Robillard	Workplace Essential Skills Tutor
Ida Ross	Accounts Receivable Clerk
Tricia Russell	IT Assistant
Sophie Tingley	Accounts Receivable Clerk / Payroll Clerk
Tiffany Toutsaint	Workplace Essential Skills Tutor
Karen Tsannie	Workplace Essential Skills Tutor
Jocelyn Wolverine	Accounts Payable Clerk / Program Management Clerk 3
Shelley Young	Accountant

Central / Athabasca Region

Linda Cowan	**Regional Director**
Anne Anderson	Instructor: Continuing Care Assistant
Paul Ballentyne	Senior Coordinator
Lulua Beatty	Instructor: Developmental Studies 1
Lena Bell	Program Assistant
Waldo Berg	Instructor: Developmental Studies 3
Damian Boyle	Instructor: Workplace Education
Lorraine Bunyan	Instructor: Adult 12
Elizabeth Charles	Program Assistant
Erin Charles	Administrative Assistant
Fred Charles	Instructor: Carpentry
Michael Charles	Instructor: Home Maintenance & Repair
Cherise Chrispen	Instructor: Adult 12
Gareth Cook	Instructor: Developmental Studies 3
Geoff Cowan	Instructor: Adult 12
Linda Crawford	Counsellor
Dwayne Cromarty	Instructor: Carpentry Level 4
Peggy Dyck	Instructor: Health Career Access
Lawrence Finlayson	Instructor: Developmental Studies 1 / Instructor: Developmental Studies 2
Karla Hardcastle	University Academic Coordinator
Paulette Harris	Instructor: Developmental Studies 2
Doug Haryung	Instructor: Heavy Equipment Simulator
Judy Haryung	Instructor Aide: Heavy Equipment Simulator
Kelly Haydukewich	Instructor: On-Line High School
Jennifer Hendry	Instructor: Technical
Emily Hennie	Program Centre Clerk 3
Jason Kennedy	Student Advisor
John Lancaster	Instructor: Workplace Education
Sharon Lupichuk	Instructor: Office Education
Bobbi-jo Maggrah	Student Advisor
Chandra McDougald	Senior Coordinator / Instructor: Technical
Flora McKay	Student Advisor
David McManus	Instructor: Geological Technician
Nancy Mirasty	Distance Education Tutor
Barb Morrow	University Clerk 3
Kory Morvik	Student Advisor
Hugh Munro	Senior Coordinator
Vivian Phelps	Instructor: Workplace Education
Angela Plunz	Distance Education Tutor
Carson Poitras	Senior Coordinator
Patricia Radchuk	University Program Clerk
Indermohan Rawal	Instructor: Developmental Studies 3
Sharon Ross	Instructor: Office Education
Donna Sharon	Instructor: On-Line GED
Diane Smith	Learning Strategist
Naomi Soleil	Instructor: Developmental Studies 2
Karyn Steinke	Instructor/Facilitator: Practical Nursing
William Thomas	Senior Coordinator
Sophie Tingley	Program Centre Clerk 3

Eastern Region

Ordean Goulet	**Regional Director**
Maxine Armstrong	Instructor: Adult 12
Gwen Bear	Instructor: Post-Secondary Career Start
Harold Beck	Instructor: Pre-Carpentry / Instructor: Carpentry Level 1
Lorene Bonnett	Senior Coordinator
Shannon Cody	Instructor: Office Education
Terri-Lynn Conley	Instructor: Adult 12
Lois Coutts	Counsellor
Georgette Deans	Janitor
Cheryl Eastman	Program Centre Clerk 4
Joanne Fiddler	Learning Strategist
Ina Fietz-Ray	Instructor: GED Prep
Marnie Gabriel	Instructor: Adult 12
Gillian Goodman	Residence Custodian
Patty Grant-Bloxom	Student Advisor
Murray Green	Instructor: Industrial Mechanic
Marilyn Iwasyk	Distance Education Tutor
Jan Lentowicz	Senior Coordinator
Mel Linklater	Senior Coordinator
Rita Lowenberg	Instructor: Developmental Studies 2 / Instructor: Pre-Development A
Ingrid MacColl	Instructor: Adult 12
June Markham	Residence Custodian
Sherry Markham	Instructor: Developmental Studies 1 / Instructor: Developmental Studies 2
Patrick McKenzie	Instructor: Developmental Studies 3
Florence Merasty	Instructor: Pre-Trades Upgrading
Norman Michele	Instructor: Pre-Carpentry
Penelope Morissette	Program Centre Clerk 3
Dawn Nowlin	Instructor: LPN
Fern Playford	Program Assistant
Stuart Rutherford	Instructor: Welding
Bonnie Tait	Instructor: Developmental Studies 3
Darlene Watson	Student Advisor

Western Region

Joe Daigneault	**Regional Director**
Denise Bartley	Program Assistant
Mike Blackmon	Instructor: Educational Assistant / Instructor: Adult 12
Donna Clarke	Kitchen Supervisor
Bogumil Czechowicz	Instructor: Adult 12
Abe Daigneault	Senior Coordinator
Edna Daigneault	Instructor: Physiotherapist Assistant
James Dennett	Instructor Aide: Heavy Equipment Mechanic
Rose Desjarlais	House Keeper
Gerald Ignatiuk	Instructor: Developmental Studies 3
Casey Jones	Student Advisor
Rita Lowenberg	Instructor: GED Prep
Rebecca McCallum	Security Guard
Rita McCallum	Instructor: Life Skills-Job Readiness / Literacy Facilitator
Elton McKay	Instructor: Educational Assistant
Wynn McNeil	Instructor: Heavy Equipment Mechanic
Gary Meginbir	Instructor: Adult 12
Angela Mihalicz	Instructor: Developmental Studies 1
William Millard	Instructor: Educational Assistant
Sherri Norton	Security Guard
Jessie Park	Instructor: Life Skills / Job Readiness
Janelle Pedersen	Program Center Clerk 4
Germaine Pederson	Cook
Val Pederson	Cook
Louise Pederson	Counsellor
Doug Phillips	Instructor: Welding
Rose Richardson	Instructor: Developmental Studies 3
Brandon Roy	Instructor Aide: Pre-Employment Welding
Doreen Roy	Career & Employment Facilitator
Diane Smith	Instructor: Orientation to Child Day Care
Robert Thompson	Senior Coordinator
Ray Walter	Instructor: Developmental Studies 3
Dave Werstiuk	Instructor: Heavy Equipment Mechanic
Lutz Wesseler	Learning Strategist
Patricia Young	Program Centre Clerk 3

COMPARISON OF STATED FINANCIAL OBJECTIVES AND PERFORMANCE

The College depends on a high level of partnerships to sustain its programming activity. Declining interest rates led to a substantial difference in interest revenue; however, higher than budgeted admin fees from higher than budgeted programming activity offset the impact of this reduction. Administrative expenses were not realized at the predicted levels.

The Board sets direction and monitors the performance of the College. Changes in predicted activity are monitored on an ongoing basis through managers' meetings, monthly and trimester reporting to the Board. The Board and management agreed how to respond to those changes and the impact on College operations.

	Original Budget	Actual	Difference
(Deficiency) of revenues over Expenses	($53,562)	$383,736	$437,298
Operating Fund revenue:	**$15,870,951**	**$15,939,109**	**$68,158**
General	7,049,194	7,095,420	46,226
Skills Credit	4,002,909	3,937,023	(65,886)
Skills Non-Credit	556,583	530,819	(25,764)
Basic Education Credit	2,095,539	1,848,718	(246,821)
Basic Education Non-Credit	1,353,392	1,232,754	(120,638)
University	182,031	380,894	198,863
Learner Support	439,089	634,135	195,046
Counselling Services	192,214	279,346	87,132
Operating Fund expenses:	**$15,924,513**	**$15,555,373**	**$369,140**
General	5,363,692	4,879,147	(484,545)
Skills Credit	4,002,909	3,991,612	(11,297)
Skills Non-Credit	556,583	551,714	(4,869)
Basic Education Credit	2,095,539	1,949,536	(146,003)
Basic Education Non-Credit	1,353,392	1,231,005	(122,387)
University	341,270	524,055	182,785
Learner Support	1,264,801	1,441,818	177,017
Counselling Services	946,327	986,486	40,159

USE OF RESERVE FUNDS IN COLLEGE OPERATIONS

The College maintains six reserves funded by the Board:

1) **Capital Equipment Purchase Reserve** is for the purchase of capital equipment as defined under the Regional Colleges' Capital Asset Policy (particularly commercial kitchen equipment for the Buffalo Narrows Student Residence). The Board approved the replacement of commercial kitchen and laundry equipment and a lawn mower for the Buffalo Narrows student residence at a cost of $7,934 leaving a balance of $15,066.

2) **Building Capital Reserve:** The Board approved spending $100,000 towards the purchase of portable classrooms in Creighton and La Ronge and allocated $250,000 for the Athabasca Training Facility leaving a balance of $250,000.

3) **Building Maintenance Reserve** is for building maintenance beyond the operational repair and maintenance budgets. The College owns a significant amount of real property (La Ronge Program Centre, Air Ronge Administration, Air Ronge Shops, La Loche staff residence, Buffalo Narrows Student Residence and the Creighton Program Centre) and this reserve is designed to provide a source of funds to undertake non-capital or capital projects not funded by Advanced Education, Employment and Labour capital funds. The College's Capital Plan will drive the size of this reserve. Projects undertaken in 2008-09 include a continuation of repairs to the parking lot at the La Ronge Program Centre, upgrade the CNET line in Air Ronge to a 10mg line, portable classroom construction and renovations to staff housing in La Loche. The Board allocated an additional $350,000 to this reserve leaving a balance of $717,423. Outstanding commitments from 08/09 against this reserve in the amount of $158,099 will reduce available funds to $559,324 (installation of natural gas at the Administration, Shops Air Ronge and La Ronge Program Centre, upgrade the CNET line at the La Ronge Program Centre and the continuation of construction of portable classrooms).

4) **Information Technology Reserve** is for the purchase of computer equipment as defined under the Regional Colleges' Capital Asset Policy. This reserve is designed for the cyclical replacement of capital computer equipment (student computer labs, administration network peripherals and computers). Operational budgets fund non-capital computer equipment, software and data communications (CNET lines). This reserve was reduced by $55,044 in 08/09 for cyclical replacements of computer equipment leaving a balance of $99,851. There are outstanding commitments of $16,750 from 08/09 against the reserve reducing available funds to $83,101.

5) **Training and Education Reserve** provides funds for programming activity where other program funds are not available or there is a great demand for a particular type of programming. This reserve remains a top priority for the Board; however, its size is entirely dependent on the availability of unrestricted funds. In 08/09, the Board allocated funds for curriculum development in Literacy Level 1(A and B), a feasibility study on the use of videoconferencing as a training medium, staff TEL training, health sector research, Pre-Carpentry Deschambeault Lake, Developmental Studies 3 Pinehouse, Heavy Equipment Simulator training Cumberland House, Camp Services La Loche, Introduction to Computers/Literacy La Loche, Literacy (college-wide), Masinahikana Online Education Centre (online high school), and Gary Tinker Federation The Board allocated an additional $200,000 to this reserve leaving a balance of $372,081. There are outstanding commitments of $99,854 from 08/09 against the reserve reducing available funds to $272,227.

6) **Machinery & Equipment Maintenance Reserve:** This reserve provides funds for expenses related to machinery and equipment such as the simulator and diamond drill.

NORTHLANDS COLLEGE
FINANCIAL STATEMENTS
Year ended June 30, 2009

AUDITORS' REPORT

Deloitte & Touche LLP
5 – 77 15th Street East
Prince Albert, SK S6V 1E9
Canada

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AUDITORS' REPORT

**TO THE BOARD OF DIRECTORS OF
NORTHLANDS COLLEGE**

We have audited the statement of financial position of Northlands College as of June 30, 2009 and the statements of operations, changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2009 and the results of its operations and cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Deloitte & Touche LLP

Chartered Accountants

August 14, 2009

Northlands College
Statement of Financial Position
as at June 30, 2009

Statement 1

	2009			2008
	Operating Fund	Capital Fund	Total	Total
Assets				
Current Assets				
Cash	$ 4,340,364	$ -	$ **4,340,364**	$ 5,562,276
Accounts receivable (note 4)	1,432,237	-	**1,432,237**	666,437
Prepaid expenses	66,609	-	**66,609**	51,547
Inventory for consumption	65,912	-	**65,912**	-
	5,905,122	-	**5,905,122**	6,280,260
Non-current Assets				
Capital assets (note 5)	-	4,495,275	**4,495,275**	4,304,594
	$ 5,905,122	$ 4,495,275	$ **10,400,397**	$ 10,584,854
Liabilities				
Current Liabilities				
Accrued salaries and benefits	$ 730,534	$ -	$ **730,534**	$ 703,402
Accounts payable and accrued liabilities (note 6)	946,527	-	**946,527**	702,820
Unearned revenue (note 7)	2,345,860	-	**2,345,860**	3,110,061
Current portion of long-term debt (note 8)	-	42,657	**42,657**	40,343
	4,022,921	42,657	**4,065,578**	4,556,626
Non-current Liabilities				
Long-term debt (note 8)	-	440,981	**440,981**	483,638
	4,022,921	483,638	**4,506,559**	5,040,264
Net Assets				
Invested in capital assets	-	4,011,637	**4,011,637**	3,780,613
Restricted (note 9)	1,504,421	-	**1,504,421**	1,505,913
Unrestricted	377,780	-	**377,780**	258,064
	1,882,201	4,011,637	**5,893,838**	5,544,590
	$ 5,905,122	$ 4,495,275	$ **10,400,397**	$ 10,584,854

See accompanying notes to financial statements

On behalf of the Board:

Director

Director/CFO

Northlands College
Statement of Operations
for the year ended June 30, 2009

Statement 2

	Operating Fund			Capital fund		**Total**	Total
	2009 Budget (Note 10)	2009	2008	2009	2008	**2009**	2008
Revenues (Schedule 1)							
Provincial Government	$ 11,384,720	$ 11,220,848	$ 11,126,482	$ 568,625	$ 845,688	**$ 11,789,473**	$ 11,972,170
Federal Government	864,100	705,567	1,227,367	-	-	**705,567**	1,227,367
Other revenue	3,622,131	4,012,694	3,969,448	-	-	**4,012,694**	3,969,448
	15,870,951	15,939,109	16,323,297	568,625	845,688	**16,507,734**	17,168,985
Expenses (Schedule 2)							
Agency contracts	3,233,599	3,200,141	3,937,665	-	435	**3,200,141**	3,938,100
Amortization	653,995	-	-	603,113	618,548	**603,113**	618,548
Equipment	365,167	510,975	422,095	-	14,310	**510,975**	436,405
Facilities	1,499,071	1,486,321	1,322,368	-	-	**1,486,321**	1,322,368
Information technology	127,405	173,931	73,861	-	-	**173,931**	73,861
Operating (Schedule 3)	2,080,074	2,123,170	1,905,806	-	-	**2,123,170**	1,905,806
Personal services	8,619,197	8,060,835	7,553,708	-	-	**8,060,835**	7,553,708
	16,578,508	15,555,373	15,215,503	603,113	633,293	**16,158,486**	15,848,796
(Deficiency) Excess of Revenues over Expenses	$ (707,557)	$ 383,736	$ 1,107,794	$ (34,488)	$ 212,395	**$ 349,248**	$ 1,320,189

See accompanying notes to financial statements

Northlands College
Statement of Changes in Net Assets
for the year ended June 30, 2009

Statement 3

	2009				2008
	Invested in capital assets	Restricted	Unrestricted	**Total**	Total
(Deficiency) excess of revenues over expenses	$ (34,488)	$ -	$ 383,736	**$ 349,248**	$ 1,320,189
Net assets, beginning of year	3,780,613	1,505,913	258,064	**5,544,590**	4,224,401
Interfund transfers:					
Invested in capital assets	834,137	-	(834,137)	-	-
Externally imposed restrictions	(568,625)	568,625	-	-	
Internally imposed restrictions	-	(570,117)	570,117	-	-
Net assets, end of year	$ 4,011,637	$ 1,504,421	$ 377,780	**$ 5,893,838**	$ 5,544,590

Restricted details: (Note 9)

	Beginning Balance	To Restricted	From Restricted	Ending Balance
Externally Restricted				
Capital Purchases (Ministry of Advanced Education, Employment and Labour)	-	568,625	568,625	-

	Beginning Balance	To Restricted	From Restricted	Ending Balance
Internally Restricted				
Capital Equipment Purchase Reserve	23,000	-	7,934	15,066
Building Capital Reserve	350,000	-	100,000	250,000
Building Maintenance Reserve	492,336	350,000	124,913	717,423
Machinery & Equipment Maintenance Reserve	50,000	-	-	50,000
Information Technology Reserve	138,145	-	38,294	99,851
Training and Education Reserve	452,432	200,000	280,351	372,081
	$ 1,505,913	$ 550,000	$ 551,492	$ 1,504,421
Total restricted net assets, end of year	$ 1,505,913	$ 1,118,625	$ 1,120,117	$ 1,504,421

See accompanying notes to financial statements

Northlands College
Statement of Cash Flows
for the year ended June 30, 2008

Statement 4

	2009	2008
Cash flows from (used in) operating activities		
Excess of revenues over expenses	**$ 349,248**	$ 1,320,189
Amortization of capital assets	**603,113**	618,548
	952,361	1,938,737
Changes in non-cash working capital		
(Increase) decrease in accounts receivable	**(765,800)**	452,674
(Increase) in prepaid expenses	**(15,062)**	(7,374)
(Increase) in inventory for consumption	**(65,912)**	-
Increase (decrease) in accrued salaries and benefits	**27,132**	(246,662)
Increase (decrease) in accounts payable and accrued liabilities	**243,707**	(123,602)
(Decrease) in unearned revenue	**(764,201)**	(2,039,492)
Cash (used in) operating activities	**(387,775)**	(25,719)
Cash flows from (used in) investing activities		
Purchase of capital assets	**(793,794)**	(1,107,315)
Cash used in investing activities	**(793,794)**	(1,107,315)
Cash flows from (used in) financing activities		
Repayment of long-term debt	**(40,343)**	(38,078)
Cash used in financing activities	**(40,343)**	(38,078)
Net decrease in cash	**(1,221,912)**	(1,171,112)
Cash, beginning of year	**5,562,276**	6,733,388
Cash, end of year	**$ 4,340,364**	$ 5,562,276
Supplemental information		
Interest paid on long-term debt	**$ 28,273**	$ 30,537

See accompanying notes to financial statements

Northlands College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2009

Schedule 1

	2009								2009	2009 Budget (Note 10)	2008
	General	Skills Training		Adult Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	**Total**	Total	Total
Provincial Government											
Advanced Education, Employment and Labour											
Operating grant	$5,136,235	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 5,136,235**	$ 5,507,455	$ 4,893,630
Program payments	459,644	1,841,977	257,255	1,566,713	730,673	185,336	246,136	265,446	**5,553,180**	5,187,552	5,629,357
Other	380,149	-	-	-	-	-	-	-	**380,149**	518,790	543,072
	5,976,028	1,841,977	257,255	1,566,713	730,673	185,336	246,136	265,446	**11,069,564**	11,213,797	11,066,059
Other Provincial	-	-	-	-	151,154	130	-	-	**151,284**	170,923	60,423
	5,976,028	1,841,977	257,255	1,566,713	881,827	185,466	246,136	265,446	**11,220,848**	11,384,720	11,126,482
Federal Government											
Admin recovery	33,000	-	-	-	-	-	-	-	**33,000**	20,000	77,915
Program payments	-	475,409	-	-	28,444	167,697	-	-	**671,550**	-	-
Other	1,017	-	-	-	-	-	-	-	**1,017**	844,100	1,149,452
	34,017	475,409	-	-	28,444	167,697	-	-	**705,567**	864,100	1,227,367
Other Revenue											
Admin recovery	266,807	-	-	-	-	-	-	-	**266,807**	125,335	188,863
Contracts	14,638	1,117,140	272,264	274,346	314,738	27,731	-	-	**2,020,857**	1,798,951	1,689,516
Interest	90,629	-	-	-	-	-	-	-	**90,629**	175,000	268,015
Rents	44,469	300	-	5,849	5,345	-	74,898	-	**130,861**	59,450	137,758
Resale items	-	89,389	-	816	-	-	19,230	-	**109,435**	88,633	118,467
Tuitions	1,676	364,212	1,874	-	-	-	95,035	-	**462,797**	556,605	705,840
Other	667,156	48,596	(574)	994	2,400	-	198,836	13,900	**931,308**	818,157	860,989
	1,085,375	1,619,637	273,564	282,005	322,483	27,731	387,999	13,900	**4,012,694**	3,622,131	3,969,448
Total revenue	7,095,420	3,937,023	530,819	1,848,718	1,232,754	380,894	634,135	279,346	**15,939,109**	15,870,951	16,323,297
Total operating expenses (Schedule 2)	4,879,147	3,991,612	551,714	1,949,536	1,231,005	524,055	1,441,818	986,486	**15,555,373**	15,924,513	15,215,503
Excess (deficiency) of revenues over expenses	$2,216,273	$ (54,589)	$ (20,895)	$ (100,818)	$ 1,749	$ (143,161)	$ (807,683)	$ (707,140)	**$ 383,736**	$ (53,562)	$ 1,107,794

See accompanying notes to financial statements

Northlands College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2009

Schedule 2

	2009								**2009**	2009 Budget (Note 10)	2008
	General	Skills Training		Adult Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	**Total**	Total	Total
Agency contracts	$ 255,801	$1,720,033	$ 208,797	$ 306,214	$ 233,728	$ 158,179	$ 300,889	$ 16,500	**$ 3,200,141**	$ 3,233,599	$ 3,937,665
Equipment	184,494	150,227	34,736	23,290	40,403	21,619	24,353	31,853	**510,975**	365,167	422,095
Facilities	653,999	218,485	60,610	137,427	51,006	-	358,319	6,475	**1,486,321**	1,499,071	1,322,368
Information technology	72,750	1,920	-	1,108	-	1,120	-	97,033	**173,931**	127,405	73,861
Operating (Schedule 3)	754,283	659,121	150,866	171,945	145,625	56,817	108,065	76,448	**2,123,170**	2,080,074	1,905,806
Personal services	2,957,820	1,241,826	96,705	1,309,552	760,243	286,320	650,192	758,177	**8,060,835**	8,619,197	7,553,708
	$4,879,147	$3,991,612	$ 551,714	$1,949,536	$1,231,005	$ 524,055	$1,441,818	$ 986,486	**$ 15,555,373**	$ 15,924,513	$ 15,215,503
			$ 4,543,326		$3,180,541			$ 2,428,304			

See accompanying notes to financial statements

Northlands College
Schedule of Operating Expenses
for the year ended June 30, 2009

Schedule 3

	2009	2009 Budget (Note 10)	2008
	Total	Total	Total
Advertising	**$ 160,550**	$ 158,086	$ 211,062
Association fees and dues	**20,374**	22,881	19,978
Bad debts (recovery)	**39,027**	30,785	(21,351)
Financial services	**28,602**	29,745	30,861
In-Service	**56,961**	82,371	34,984
Insurance	**80,579**	75,091	76,108
Materials and supplies	**548,447**	537,907	520,233
Printing and copying	**83,862**	92,563	82,766
Professional services	**24,916**	21,633	18,374
Resale items	**90,553**	122,516	81,673
Subscriptions	**5,694**	4,784	5,733
Telephone and fax	**115,442**	114,820	104,015
Travel	**794,311**	621,526	594,769
Other	**73,852**	165,366	146,601
	$ 2,123,170	$ 2,080,074	$ 1,905,806

See accompanying notes to financial statements

Northlands College
Notes to the Financial Statements
for the year ended June 30, 2009

1. PURPOSE AND AUTHORITY

Northlands College (the "College") offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Northlands College is exempt from the payment of income tax.

2. CHANGES IN ACCOUNTING POLICIES

Capital Disclosures

The College adopted the recommendations of the Canadian Institute of Chartered Accountants ("CICA") Handbook Section 1535 Capital Disclosures. This Section requires the disclosure of information about externally imposed capital requirements. The required disclosures are in Note 17.

Future Accounting Changes

In November 2008, the CICA issued amendments to Section 1540, Cash flow statement, Section 1751, Interim financial statements, Section 4400, Financial statement presentation by not-for-profit organizations, Section 4430, Capital assets held by not-for-profit organizations, Section 4460, Disclosure of related party transactions by not-for-profit organizations and issued Section 4470, Disclosure of allocated expenses by not-for-profit organizations. The new standards will be applicable to financial statements relating to fiscal years beginning on or after January 1, 2009. Accordingly, the College will adopt the new standards as of July 1, 2009.

Sections 1540 and 1751 have been amended to include not-for-profit organizations within their scope.

Section 4400 has been amended in order to eliminate the requirement to treat net assets invested in capital assets as a separate component of net assets and, instead, permit a not-for-profit organization to present such an amount as a category of internally restricted net assets when it chooses to do so. It also clarifies that revenues and expenses must be recognized and presented on a gross basis when a not-for profit organization is acting as a principal in transactions.

Section 4430 has been amended to specify that smaller organizations that capitalize their capital assets shall capitalize all classes of capital assets, amortize and write down those assets in accordance with relevant Handbook Sections.

Section 4460 has been amended to make the language in Section 4460 consistent with related party transactions, Section 3840.

The College does not expect that the adoption of these new standards will have a material impact on its financial statements.

3. SIGNIFICANT ACCOUNTING POLICIES

Pursuant to standards established by the Public Sector Accounting Board, the College is classified as a government not-for-profit organization. These financial statements have been prepared in accordance with Canadian generally accepted accounting principles applicable to not-for-profit entities and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified in funds in accordance with specified activities or objectives:

(i) Operating Fund
The operating fund accounts for the College's program delivery, services and administrative activities.

(ii) Capital Fund
The capital fund reflects the net book value of all capital assets of the College less long-term debt incurred to finance the purchase of capital assets. The capital fund also includes

contributions, interest and donations designated for capital purposes by the contributor.

b) Revenue Recognition

The College follows the restricted fund method of accounting for contributions. Restricted contributions related to the general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the service is provided. Revenue from contractual services is recognized as the service is provided.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under the asset threshold are expensed in the current year.

Capital assets are amortized on a straight-line basis over their estimated useful lives as follows and amortization is reported as an expense in the capital fund:

Buildings	20 years
Furniture and equipment	3 to 10 years
Leasehold improvements	Term of lease or useful life
Other assets	10 years

d) Cash

Cash is represented by cash on hand and balances with banks.

e) Inventory

Inventory is valued at the lower of cost and net realizable value.

f) Use of Estimates

These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amount of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

g) Financial instruments

The College has elected to apply Section 3861, Financial Instruments – Disclosure and Presentation in place of Section 3862, Financial Instruments – Disclosures and Section 3863, Financial Instruments – Presentation.

Financial assets and financial liabilities are initially recognized at fair value and their subsequent measurement is dependent on their classification as described below. Their classification depends on the purpose, for which the financial instruments were acquired or issued, their characteristics and the College's designation of such instruments. Settlement date accounting is used.

(i) Classification

Cash	Held-for-trading
Accounts receivable	Loans and receivables
Accrued salaries and benefits	Other liabilities
Accounts payable and accrued liabilities	Other liabilities
Long-term debt	Other liabilities

(ii) Held for trading

Held for trading financial assets are financial assets typically acquired for resale prior to maturity or that are designated as held for trading. They are measured at fair value at the statement of financial position date. Fair value fluctuations including interest earned, interest accrued, gains and losses realized on disposal and unrealized gains and losses are included in income on the statement of operations.

(iii) Loans and receivables

Loans and receivables are accounted for at amortized cost using the effective interest method.

(iv) Other liabilities

Other liabilities are recorded at amortized cost using the effective interest method and include all financial liabilities, other than derivative instruments.

(v) Transaction Costs
Transaction costs for all financial instruments are expensed as incurred.

(vi) Effective interest method
The College uses the effective interest method to recognize interest income or expense which includes premiums or discounts earned or incurred for financial instruments.

4. ACCOUNTS RECEIVABLE

Accounts receivable are composed of the following:

	2009 $	2008 $
Ministry of Advanced Education, Employment and Labour	**630,293**	2,600
Federal Government	**473,430**	222,838
Other	**328,514**	440,999
	$ 1,432,237	$ 666,437

5. CAPITAL ASSETS

	Cost $	Accumulated Amortization $	2009 Net Book Value $	2008 Net Book Value $
Land	42,859	-	**42,859**	42,859
Buildings	6,031,464	3,530,277	**2,501,187**	2,241,735
Furniture and equipment	1,027,865	866,028	**161,837**	208,485
Leasehold improvements	291,613	205,164	**86,449**	105,843
Other assets	2,123,145	420,202	**1,702,943**	1,705,672
	$ 9,516,946	$ 5,021,671	**$ 4,495,275**	$ 4,304,594

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Accounts payable and accrued liabilities are composed of the following:

	2009 $	2008 $
Provincial Government	**70,631**	49,608
Federal Government	**166,315**	11,968
Other	**709,581**	641,244
	$ 946,527	$ 702,820

7. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2009 $	2008 $
Ministry of Advanced Education, Employment and Labour	**2,092,189**	2,837,058
Federal Government Grant	**23,909**	53,369
Other	**229,762**	219,634
	$ 2,345,860	$ 3,110,061

8. LONG-TERM DEBT

	2009 $	2008 $
Royal Bank of Canada, interest rate fixed at 5.589% per annum, monthly repayment terms of $5,718 for 10 years, maturing February 25, 2014.	**483,638**	523,981
Less: Current portion	**(42,657)**	(40,343)
	$ 440,981	$ 483,638

The principal repayment schedule for the next five years on long-term debt is as follows:

2010 – 42,657
2011 – 44,911
2012 – 47,870
2013 – 50,419
2014 – 53,309

9. RESTRICTIONS ON NET ASSETS

The Board of Directors of Northlands College placed internal restrictions on $1,504,421 (2008 – $1,505,913) of unrestricted net assets to be used for various purposes as indicated on Statement 3.

External restrictions have not been placed on assets used by Northlands College.

10. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 15, 2008. The Minister approved the budget on September 17, 2008.

11. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

	2009 $	2008 $
Keewatin Yatthe Regional Health Authority	**12,133**	-
Ministry of Government Services	**522,915**	442,606
SaskTel	**98,531**	91,959
SaskPower and SaskEnergy	**93,948**	96,479
Saskatchewan Housing Corporation	**3,975**	2,798
Saskatchewan Institute of Applied Science and Technology	**713,319**	980,428
Saskatchewan Municipal Superannuation	**472,585**	439,021
Saskatchewan Regional Colleges	**12,381**	1,708
Saskatchewan Teachers' Federation	**108,622**	105,353
Saskatchewan Teachers' Superannuation	**4,777**	4,531
Saskatchewan Workers' Compensation Board	**25,963**	24,297
University of Regina	**162,025**	31,644
University of Saskatchewan	**72,331**	114,084
Total Amounts Payable/Paid to Related Parties	**$ 2,303,505**	$ 2,334,908

	2009 $	2008 $
Keewatin Yatthe Regional Health Authority	**59,880**	151,441
Mamawetan Churchill River Health Authority	**1,800**	121
Ministry of Advanced Education, Employment and Labour	**11,549,071**	10,461,488
Saskatchewan Apprenticeship and Trade Certification Commission	**11,667**	58,358
Ministry of Environment	**15,000**	-
Saskatchewan Housing Corporation	**3,045**	13,599
Saskatchewan Institute of Applied Science and Technology	**68,631**	129,328
Saskatchewan Regional Colleges	**5,009**	-
University of the Arctic	**25,000**	38,000
University of Regina	**1,071**	787
University of Saskatchewan	**115**	578
Total Amounts Receivable/Received from Related Parties	**$ 11,740,289**	$ 10,853,700

The College receives long distance telephone service between major centers from SaskTel, a related party, at reduced rates available to government agencies.

The College brokers course programs (based on negotiated rates) from Saskatchewan Institute of Applied Science and Technology (SIAST).

Other transactions with related parties are disclosed elsewhere in these financial statements and related notes.

12. FINANCIAL INSTRUMENTS

The College's significant financial instruments consist of cash, accounts receivable, accrued salaries and benefits, accounts payable and accrued liabilities, and long-term debt.

a. The carrying amount of cash, accounts receivable, accrued salaries and benefits, accounts payable and accrued liabilities approximate fair value due to the short-term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing or certainty of future cash flows. Based on borrowing rates currently available to the College for loans with similar terms and conditions, the carrying value of its long-term debt approximates fair value.

b. The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivable is from the federal government and from a large number of smaller customers; therefore, credit risk is minimal.

13. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, either the Teachers' Superannuation Plan (TSP) which is administered by the Teachers' Superannuation Commission or the Saskatchewan Teachers' Retirement Plan (STRP) which is administered by the Saskatchewan Teachers' Federation. The College has no financial obligation to TSP or STRP. Eligible employees contribute to TSP or STRP for their current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the financial obligations of the TSP. All other employees participate through the Municipal Employees Pension Plan (MEPP), which is a multi-employer defined benefit plan. The College's financial obligation to MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to $234,713 (2008 - $214,354).

14. CONTINGENT LIABILITIES

A union representing employees of an employer unrelated to the College has applied by Notice of Motion for an order quashing purported decisions of the Municipal Employees Pension Plan relating to the application of actuarial surplus in the fund, as well as other relief. Several participating employers, including the College have been named. It is not possible to estimate the potential effect of the claim at this stage of the proceedings.

15. LEASE AGREEMENTS

The College is currently leasing certain land and buildings under leases that expire at various dates to May 1, 2024. Annual rentals under the leases for each of the next five years are as follows:

2010	-	$615,212
2011	-	615,476
2012	-	615,476
2013	-	615,476
2014	-	615,476

16. FOUNDATION

Northlands College established a wholly-owned charitable foundation called "Northlands College Scholarship Foundation Incorporated" for the purpose of advancing education by recognizing student scholastic achievement through the provision of scholarships. The Foundation recorded a deficit of $746 in 2009 and had net assets of $69,373 as at June 30, 2009. The Board of the Foundation is appointed by Northlands College.

17. CAPITAL MANAGEMENT

The College's objectives when managing capital are to maintain sufficient fund balances to achieve the purposes of the funds and to ensure compliance with external restrictions placed on those funds.

In the management of capital, the College includes net assets and long-term debt in the definition of capital. As at June 30, 2009 the College has $6,377,476 ($6,068,571 in 2008) in capital.

Capital management objectives, policies and procedures are unchanged since the preceding year.

APPENDIX A

NORTHLANDS COLLEGE

Student Statistics 2008 – 2009

SKILLS TRAINING			Program Registrations			Completed / Graduated			Completion Percentage
Program	**Location**	**Dates**	*F/T*	*P/T*	*Cas*	*F/T*	*P/T*	*Cas*	
SKILLS - INSTITUTE CREDIT									
SIAST - Full-time									
Educational Assistant	Buffalo Narrows	02/09/08 - 17/06/09	8			7			**88**
Heavy Equipment Mechanics	Buffalo Narrows	09/10/07 - 29/07/08	9	1		9	1		**100**
Orientation To Child Daycare	Buffalo Narrows	07/07/08 - 08/08/08		9			8		**89**
Pre-Employment Heavy Equipment Mechanics	Buffalo Narrows	08/09/08 - 09/06/09	12			11			**92**
Pre-Employment Welding	Buffalo Narrows	02/09/08 - 10/06/09	12			11			**92**
Licensed Practical Nursing	Creighton	10/09/07 - 22/05/09	6			6			**100**
Log Building	Creighton	06/01/09 - 20/02/09		10			9		**90**
Office Education	Creighton	08/09/08 - 12/06/09	11			7			**64**
Welding	Creighton	22/09/08 - 29/05/09	11			10			**91**
Welding Applied Certificate*	La Loche	23/03/09 - 17/08/09	10			7			**70**
Continuing Care Assistant	La Ronge	14/10/08 - 12/06/09	6			5			**83**
Office Education	La Ronge	02/09/08 - 12/06/09	14			11			**79**
Practical Nursing	La Ronge	01/10/07 - 15/05/09	3			3			**100**
Radiation / Environmental Technician	La Ronge	09/10/07 - 22/10/08	9			9			**100**
Radiation / Environmental Technician*	La Ronge	29/09/08 - 09/10/09	14			10			**71**
Log Home Construction	Montreal Lake	31/03/08 - 25/07/08	7			6			**86**
Industrial Mechanics	Sandy Bay	24/11/08 - 24/04/09	10			8			**80**
Home Maintenance & Repair	Southend	17/11/08 - 12/02/09		12			6		**50**
		Total SIAST - Full-time	**142**	**32**	**0**	**120**	**24**	**0**	**83**

*Program carries over into next program year

SKILLS TRAINING			Program Registrations			Completed / Graduated			Completion Percentage
Program	**Location**	**Dates**	*F/T*	*P/T*	*Cas*	*F/T*	*P/T*	*Cas*	
SIAST - Part-time									
SCN / SIAST	Buffalo Narrows	05/01/09 - 24/04/09		1			1		**100**
Educational Assistant	Creighton	29/09/08 - 10/11/08			1			1	**100**
SCN / SIAST	Creighton	02/09/08 - 30/06/09	2	5		2	5		**100**
Client Relations - SK Housing Managers	Ile a la Crosse	19/08/08 - 21/08/08			6			6	**100**
SCN / SIAST	La Ronge	02/09/08 - 30/06/09	1	4		1	4		**100**
Management, Leadership & Motivation - SK Housing	Prince Albert	21/10/08 - 23/10/08			7			7	**100**
		Total SIAST - Part-time	**3**	**10**	**14**	**3**	**10**	**14**	**100**
OTHER - Full-time									
Physiotherapy Assistant*	Buffalo Narrows	18/10/06 - 30/06/10	8			3			**38**
Pre-Trades Exam Preparation	Buffalo Narrows	27/04/09 - 12/06/09	8			8			**100**
Geological Technician*	La Ronge	29/09/08 - 09/10/09	12			8			**67**
Construction Worker Preparation*	Southend	02/03/09 - 23/07/09	16			3			**19**
		Total Other - Full-time	**44**	**0**	**0**	**22**	**0**	**0**	**50**
SKILLS - INDUSTRY CREDIT									
Power Mobile Equipment	Buffalo Narrows	02/10/08 - 02/10/08			5			5	**100**
Safety Training	Buffalo Narrows	24/09/08 - 26/06/09			14			13	**93**
Heavy Equipment Simulator	Cumberland House	08/10/08 - 03/11/08		8			5		**63**
Heavy Equipment Simulator	Cumberland House	04/11/08 - 26/11/08		8			8		**100**
Oil Field Safety	Cumberland House	08/12/08 - 19/12/08			26			26	**100**
Chainsaw / Oil Field Safety	Deschambault	18/03/09 - 26/03/09		12			12		**100**
Confined Space / Fire Extinguisher	Island Falls	09/06/09 - 10/06/09			19			19	**100**
Camp Services	La Loche	17/02/09 - 30/06/09	27			24			**89**

* Program carries over into next program year

SKILLS TRAINING			Program Registrations			Completed / Graduated			Completion Percentage
Program	**Location**	**Dates**	*F/T*	*P/T*	*Cas*	*F/T*	*P/T*	*Cas*	
SKILLS - INDUSTRY CREDIT (Continued)									
Safety Training	La Loche	06/10/08 - 10/10/08		9			9		**100**
Construction Safety Officer	La Ronge	20/10/08 - 07/11/08		12			12		**100**
Heavy Equipment Operator Simulator	La Ronge	07/07/08 - 26/06/09		77			59		**77**
1A Truck Driver Training	La Ronge	07/07/08 - 29/08/08		4			3		**75**
Chainsaw Safety Training	Pelican Narrows	04/01/09 - 06/01/09			8			8	**100**
Oil Field Safety	Pelican Narrows	08/12/08 - 12/12/08			15			15	**100**
Oil Field Safety	Pelican Narrows	23/02/09 - 27/02/09			8			8	**100**
Chainsaw Safety Training	Southend	16/08/08 - 11/09/08			23			23	**100**
Chainsaw Safety Training	Southend	20/12/08 - 22/12/08			8			8	**100**
Security Guard	Southend	25/05/09 - 12/06/09		9			8		**89**
		Total Industry Credit	**27**	**139**	**126**	**24**	**116**	**125**	**91**
APPRENTICESHIP & TRADE									
Carpentry - Level 4	La Ronge	17/02/09 - 01/05/09	7			7			**100**
Carpentry - Level 1	Pelican Narrows	12/01/09 - 01/05/09	11			6			**55**
		Total Apprenticeship & Trade	**18**	**0**	**0**	**13**	**0**	**0**	**72**
SKILLS - INDUSTRY NON-CREDIT									
Post Secondary Career Start	Cumberland House	23/03/09 - 19/06/09		12			12		**100**
Diamond Driller's Helper	La Ronge	23/01/09 - 20/02/09		14			4		**29**
Log Harvesting	Pelican Narrows	09/02/09 - 13/03/09		19			18		**95**
Pre-Carpentry	Pelican Narrows	21/07/08 - 03/10/08		7			5		**71**
Pre-Carpentry - Phase 2	Pelican Narrows	17/03/09 - 26/06/09	8			7			**88**
Pre-Carpentry	Sandy Bay	08/09/08 - 05/12/08	12			10			**83**
		Total Industry Non-Credit	**20**	**52**	**0**	**17**	**39**	**0**	**78**

SKILLS TRAINING			Program Registrations			Completed / Graduated			Completion Percentage
Program	**Location**	**Dates**	*F/T*	*P/T*	*Cas*	*F/T*	*P/T*	*Cas*	
COMMUNITY/INDIVIDUAL NON-CREDIT									
Ed To Go	Creighton	02/07/08 - 25/10/08			2			2	**100**
Family Wellness	Denare Beach	27/03/09 - 29/03/09			10			10	**100**
Project Management Workshop	Ile a la Crosse	21/10/08 - 23/10/08			9			9	**100**
Introduction to Computers / Literacy	La Loche	17/03/09 - 30/06/09			7			7	**100**
Ed To Go	La Ronge	20/08/08 - 30/06/09			8			7	**88**
		Total Community / Individual Non-Credit	**0**	**0**	**36**	**0**	**0**	**35**	**97**

ADULT BASIC EDUCATION									
ADULT BASIC EDUCATION - CREDIT									
Adult 12 / GED Plus	Buffalo Narrows	02/08/08 - 29/06/09	9			5			**56**
Health Careers Access	Buffalo Narrows	02/09/08 - 05/06/09	11			6			**55**
Developmental Studies - Phase 3	Buffalo Narrows	12/11/08 - 30/06/09	11			6			**55**
Developmental Studies - Phase 3	Canoe Narrows	12/11/08 - 30/06/09	12			6			**50**
Health Careers Access	Creighton	22/09/08 - 12/06/09	14	1		11	1		**80**
Developmental Studies - Phase 3	Creighton	27/08/08 - 29/05/09	16			4			**25**
Adult 12	Cumberland House	25/08/08 - 26/06/09	20	3		14	2		**70**
Developmental Studies - Phase 3 (Part one)	Cumberland House	04/02/09 - 26/06/09	17			12			**71**
Developmental Studies - Phase 3	Fond Du Lac	08/09/08 - 12/06/09	12			5			**42**
Adult 12 / Pre-Technologies	La Ronge	18/08/08 - 24/06/09	35	2		20	1		**57**
Health Careers Access	La Ronge	08/09/08 - 29/05/09	14			10			**71**
On-Line High School	La Ronge	02/09/08 - 26/06/09		79			60		**76**
Developmental Studies - Phase 3	La Ronge	13/08/08 - 27/03/09	21	2		8	2		**43**
Adult 12	Pelican Narrows	25/08/08 - 19/06/09	15	1		5	1		**38**
Developmental Studies - Phase 3	Pinehouse	01/12/08 - 26/06/09	16			8			**50**
		Total Adult Basic Education - Credit	**223**	**88**	**0**	**120**	**67**	**0**	**60**

ADULT BASIC EDUCATION			Program Registrations			Completed / Graduated			Completion Percentage
Program	**Location**	**Dates**	*F/T*	*P/T*	*Cas*	*F/T*	*P/T*	*Cas*	
ACADEMIC GED									
GED Plus	Creighton	27/08/08 - 26/06/09	17			8			**47**
On Line GED	La Ronge	05/01/09 - 12/06/09		5			2		**40**
		Total Academic GED	**17**	**5**	**0**	**8**	**2**	**0**	**45**

GENERAL ACADEMIC STUDIES									
Developmental Studies - Phase 2	Black Lake	12/01/09 - 26/06/09	14			3			**21**
GED Orientation & Exam Writing	Buffalo Narrows	24/09/08 - 28/05/09		7			7		**100**
GED Orientation & Exam Writing	Creighton	09/10/08 - 25/06/09		5			5		**100**
Developmental Studies - Phase 2	Deschambault	30/01/08 - 23/07/08	6			6			**100**
Pre-Trades Upgrader	Deschambault	09/02/09 - 01/05/09	10	1		8	1		**82**
GED Preparation	Jans Bay	19/01/09 - 29/05/09	12			8			**67**
Developmental Studies - Phase 2	La Ronge	12/01/09 - 19/06/09	20			10			**50**
GED Orientation & Exam Writing	La Ronge	05/08/08 - 10/06/09		8			8		**100**
Developmental Studies - Phase 2	Pelican Narrows	07/01/09 - 19/06/09	16			12			**75**
GED Orientation & Exam Writing	Rabbit Lake	12/11/08 - 05/12/08		5			4		**80**
GED Preparation	Sandy Bay	06/04/09 - 26/06/09	12			6			**50**
Developmental Studies - Phase 2	Wollaston	26/01/09 - 18/06/09	12			2			**17**
		Total General Academic Studies	**102**	**26**	**0**	**55**	**25**	**0**	**63**

ADULT BASIC EDUCATION			Program Registrations			Completed / Graduated			Completion Percentage
Program	**Location**	**Dates**	*F/T*	*P/T*	*Cas*	*F/T*	*P/T*	*Cas*	
LITERACY									
Making the Connection*	Black Lake	25/04/09 - 15/02/10		7			7		**100**
Pre-Developmental Studies A - Level 1 Literacy	Cumberland House	08/09/08 - 19/12/08	8			4			**50**
Making the Connection*	Fond Du Lac	24/03/09 - 15/02/10		11			11		**100**
Workplace Education	Key Lake Mine	11/08/08 - 30/06/09		15			14		**93**
Family Literacy	La Ronge	08/09/08 - 30/05/09		38			38		**100**
PALS	La Ronge	02/09/08 - 24/06/09		14			5		**36**
TEL for Literacy Learners	La Ronge	02/09/08 - 19/06/09		40			28		**70**
Workplace Education	McArthur River Mine	02/07/08 - 14/06/09		24			23		**96**
Workplace Education	Rabbit Lake Mine	01/07/08 - 30/06/09		46			29		**63**
Making the Connection*	Wollaston	17/03/09 - 15/02/10		34			34		**100**
		Total Literacy	**8**	**229**	**0**	**4**	**189**	**0**	**81**

* Program carries over into next program year

EMPLOYABILITY / LIFE SKILLS									
Developmental Studies - Phase 1	Beauval	30/03/09 - 30/06/09	15			6			**40**
Life Skills / Job Readiness	Clearwater River	30/03/09 - 30/06/09	11			4			**36**
Developmental Studies - Phase 1	La Ronge	22/09/08 - 19/12/08	13			9			**69**
Developmental Studies - Phase 1	Pelican Narrows	22/09/08 - 19/12/08	12			4			**33**
Life Skills / Job Readiness	Turnor lake	15/09/08 - 09/12/08	14			12			**86**
		Total Employability / Life Skills	**65**	**0**	**0**	**35**	**0**	**0**	**54**

UNIVERSITY									
University	Buffalo Narrows	02/09/08 - 24/04/09	2	3		2	3		**100**
University	Creighton	02/09/08 - 30/06/09	10	4		7	4		**79**
Northern Local Government Authority	La Ronge	02/09/08 - 18/04/10		22			20		**91**
University	La Ronge	02/09/08 - 30/06/09	17	31		13	28		**85**
		Total University	**29**	**60**	**0**	**22**	**55**	**0**	**87**

GLOSSARY OF TERMS

Adult Basic Education Credit: academic skills development that leads to certification at a grade 10-12 level or prepares individuals to write the GED exams

Adult Basic Education Non-Credit: learning which may include some form of evaluation, however, does not result in certification by a recognized body

Completers: students who completed course requirements or remained to the end of the program

Graduates: students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry

Full-Load Equivalent (FLE): is defined as the total participant hours divided by the accepted full-load equivalent factor for a program group

Institute Credit: education and training which leads to a credential (i.e. certificate, diploma, degree; from a recognized credit-granting institution)

Industry Non-Credit: education and training that meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency

Student - Full-Time: is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

a) for Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
b) for university courses: a minimum of 216 hours of scheduled class time for the academic year

Student - Part-Time: is defined as:

a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or
b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week

Student - Casual: is defined as one who is taking courses (within a program group) that collectively total less than 30 hours of scheduled class time.

Geological Technician students

Northlands College

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